



Challenge to Change

A Development Education Project in Presentation Schools
2008-2009



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CHALLENGE TO CHANGE 2008-2009



CHALLENGE TO CHANGE is a development education project aimed at young people attending Presentation primary and post-primary schools.

AIMS OF THE PROJECT

- To raise awareness and bring about a greater understanding of global issues
- To create and foster a critical mindset in relation to inequality, social justice and human rights
- To experience at first hand in a real and concrete way how local action can impact positively on global inequality
- To forge closer links between the Irish students and those in developing countries
- To develop an open, sharing and collaborative dialogue between our school communities and those of our Presentation network abroad
- To disseminate information and good practice

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.

By informing the students and the wider community the project will bring about a heightened awareness, a social consciousness and a broader vision and an appreciation of developmental issues.

FREEDOM TO SHINE

SCOIL ÍDE CLONDALKIN



GOALS

- To explore Fairtrade products, producers and benefits
- To discover our human rights and explore declarations and violations
- To devise an action plan to raise awareness of human rights and child labour
- To engage in a campaign to stop slavery
- To enjoy the project!

TARGET GROUP

Sixth Class undertook the project

OUTCOMES OF THE PROJECT

The children really enjoyed the project and we were able to integrate it into different subject areas across the curriculum. Through engaging in activities the children expressed their opinions freely on the topic and made the local community aware of child labour issues and fairtrade.

WHAT WORKED WELL

- A smaller target group
- Picking a topic that interested the class
- Positive attitude of the children
- Partaking in workshops
- Carrying out surveys in the school
- Drama representation of human rights



LINKAGES

- Workshop from Concern on child labour
- Christmas gifts purchased through Bóthar helping women and children
- Trócaire school pack
- Irish Aid school pack
- Fairtrade Ireland resources
- Youth for Human Rights International website

POSITIVE IMPACT ON THE COMMUNITY

- Fairtrade tea and coffee is now served in our staffroom
- Shops are more aware of the variety of fairtrade products they can stock in their shops
- Local parents know where fairtrade products are available in the local community
- Children are more aware of their human rights

INVOLVEMENT OF THE COMMUNITY

- Parents/Guardians of the children took part in surveys on fairtrade
- Children gave out fliers to local businesses who left them on their shop counters for customers to take
- Local businesses agreed to try and stock more fairtrade products

WHAT THE CHILDREN SAID

"I loved working on our slavery and child labour project. I liked all the art we did. I dislike the fact that some children are slaves. All of us had a great time in Kilkenny. It was so much fun and all the stands were so interesting! I am still going to help with what is going on in the world and try to make a difference!" Alannah

"My favourite part of the project was doing the drama. I thought that was a brilliant idea and I loved eating the rice cakes with fairtrade chocolate on top because it showed me that it tasted just as nice or even nicer than ordinary chocolate and it helped people that pick cocoa beans get a better wage. Now I am way more aware of what is happening in the world today. I am definitely going to try and make a big, big difference!" Emma

"This project changed my view on slavery and child labour and I now know more about this topic than I did before we started this project. It was a very enjoyable project. My view on slavery and child labour is that the things that happen to people and children are horrible and I can't imagine anything like that happening to these people and after doing this project I'll now know I can make a big difference if I try and help!" Evelyn

"I liked doing all the art like our t-shirts we made on child labour. When we were listening to the stories of some children affected by child labour, I found them very sad to learn what they go through every day. We also gave some people leaflets and I thought it was a bad idea at the start because people would just throw it



in the bin but lots of people actually read them and now they're more aware of slavery and can help us make a change. Even the teachers are making an effort with fairtrade products in the staffroom!" Fiona

Co-ordinator: Audrey Dempsey

OH NOT A GIRL! DISCRIMINATION AGAINST THE GIRL CHILD

PRESENTATION SECONDARY SCHOOL THURLES



For many years our school has been giving financial support to Presentation Sisters working in Pakistan, the Philippines and Zimbabwe, towards their work in the field of education. The sisters have informed us of the value of this money and of the importance of education for young girls, in their struggle to improve their lives and those of their families. A Transition Year class decided to explore the difficulties experienced by girls in the Developing World and submit it as their project for Challenge to Change 2009.

AIMS

- To explore the many injustices affecting the girl child
- To research the cause of these injustices
- To research the cultural contexts of the injustices
- To analyse our findings and assemble them for presentation
- To raise awareness in our school, through classroom presentations, about the difficulties experienced by girls in other countries

To-day's girl is tomorrow's woman, don't leave her behind!

ACTIONS


- We carried out extensive research, using the internet and print media
- The students were divided into teams and each team undertook the research of a specific topic
- We contacted **Presentation Sisters** in **Pakistan** and the **Philippines** about our project and received very worthwhile anecdotal evidence to verify our information from the internet
- **Plan Ireland** and **Concern** provided excellent materials and information
- A past pupil, **Sr. Catherine O'Dwyer M.M.M.**, gave a presentation to our class about her work with girls in **Malawi**
- We made a powerpoint presentation to explain our project to other classes
- We designed board games relating to the problems which girls have to contend with
- We assembled a display board to help raise awareness in the school community and at the Annual Parent's Night
- We held a lucky dip sale and raised €150 which will be used to sponsor the education of a girl in the Philippines

OUTCOMES

Our project explored the following areas:-

Female Foeticide and Infanticide
Female Circumcision
Health and Nutrition of the Girl Child
Girls' education
The Girl Soldier
Child Labour
Aids
The Child Bride
Sex Trafficking

Across the globe, the life of a girl - from the womb, to childhood and then adolescence - is marred by neglect, disadvantage and discrimination. While culture and customs were significant in their contribution to the types of injustices we explored, we found that the difficulties of achieving a basic standard of education greatly affected the chances of girls to improve their lives and break the cycle of injustice. Education will empower girls in their struggle to achieve equal status in their countries.



Education will empower girls
in their struggle to achieve
equal status in their
countries.

The students found it useful to compare their school day routine with those of students in Zimbabwe or Malawi. Our research also showed that educating whole families about the value of sending their girls to school to complete their formal education was important. Boys in particular need to be made aware that girls have rights and ambitions and are not just sex objects and potential brides and mothers from a very early age. Discrimination against girl students in schools is rampant and the lower ratio of female teachers in senior classes means

that they are often without good role models to nurture career ambitions.

Education of girls can 'jump start' the tackling of injustices in the lives of millions of people. It is important to bear in mind that six out of eight of the Millennium Development Goals can be more easily attained if girls are given their rights to education. Our research also showed that there is an important link between Fair Trade and the educational opportunities available to children and in particular the girl child.

The students really appreciated the opportunity to research this topic and hope that what they have learned will make them appreciate their own education. We believe that we have raised awareness in the school about the injustices suffered by girls. Hopefully the students will continue to support, in whatever way they can, the fight to combat discrimination against the girl child.



BECAUSE I AM A GIRL ...

In a remote village in a desperately poor country, I am born. My mother is 15 years old. I am lucky to be born at all. Pregnancy is the leading cause of death for young mothers.

BECAUSE I AM A GIRL - I am lucky to be born at all. 100 million girls have gone missing because they are girls. Parents prefer boys.

BECAUSE I AM A GIRL - I will be lucky to get enough food. Girls are more likely to suffer from malnutrition because parents feed the boys first.

BECAUSE I AM A GIRL - I will be lucky to get an education. In poor countries most children who do not attend school are girls.

BECAUSE I AM A GIRL - I will be lucky to stay healthy. In sub-Saharan Africa teenage girls make up to two thirds of all HIV infected patients.

BECAUSE I AM A GIRL - I will be lucky if I am not forced into marriage as a child. It happens to 70,000 of us every day.

BECAUSE I AM A GIRL - I will be lucky to escape having a child while I am still a child, thus starting the cycle all over again.

BUT WHERE I LIVE THERE IS NOT ENOUGH LUCK TO GO AROUND.

Co-ordinator: Bridget Jones

ME, YOU, EVERYONE RIGHTS AND RESPONSIBILITIES

SCOIL BHRÍDE SHANTALLA



AIMS

Our school decided to explore the theme of rights and responsibilities. We hoped to get the whole school thinking about the rights and freedoms we enjoy here in Ireland and the responsibilities and duties that come with them. We wanted to honour the **60th Anniversary of the Universal Declaration of Human Rights** by examining the rights it enshrines. The theme offered us the opportunity to continue our earlier work on issues such as bullying, racism and self-esteem while broadening vocabulary and perspective.

TARGET GROUP

The whole school from Early Start to Sixth Class took part in the project.

ACTIONS

We decided to use an **Amnesty International** human rights programme for schools - **Lift Off** - in each classroom. The books introduce age appropriate concepts and provide bountiful ideas for exploring these concepts through art, technology, poetry, drama. We set the week of the **31st March - 3rd April** as **Rights and Responsibilities Week** to engage with outside groups and to share what we had learned.

RIGHTS AND RESPONSIBILITIES WEEK

- Amnesty International staff gave **Workshops** on Amnesty International and Fairtrade
- Children wrote essays about self identity, responsibilities, uniqueness
- and human rights for a **Writing Competition**
- **Artist Róisín Coyle** helped us produce three beautiful works of art inspired by our community

- We had a **Poster Competition** where everyone had to design a frame to surround the school's **Rights and Responsibilities Statement** from our Code of Behaviour. All prizes for both competitions were purchased in the Amnesty International and Oxfam shops.
- Leaders from **Cubs** and **Beavers** led workshops with Senior Infants and Third Class
- Ms Kenny's Fifth Class presented a talk and video on the work of our teacher, Sr. Imelda, to the Senior Classes. Sr. Imelda gave up long periods of her life to work in a **Romanian Children's Hospital** and we celebrated her work as a Human Rights Promoter.
- Ms Scanlon and Ms Madden spoke to First and Second Classes about their voluntary work with the Presentation Sisters in the Philippines
- To finish the week on a high, the whole school gathered together for a special assembly and prize giving ceremony. The school choir performed a wonderful collection of **international songs**. Pupils, staff and the parents' choir sang two songs that had been rehearsed in class over the previous months. The songs were chosen for their themes of Rights and Responsibilities - Nina Simone's "I wish I knew how it feels to be free" and M People's "Proud"

The **RESPONSIBILITIES TREE** is a 9ft tree of cardboard and good intentions. Each child in the school was given a template of a leaf-shape. They were then asked to think of a responsibility that they were prepared to take on and to write it on the leaf as a way of sealing the deal with themselves. Early Start children stuck stickers on their leaves. Junior Infants wrote their names and everyone else wrote their own words. The children then stuck their leaves on the tree.

POSITIVE IMPACT AND OUTCOMES

The project created an awareness of individual responsibility in the school and an awareness of the children's own rights and the rights of others.

The project made the Code of Behaviour a real and live document as children can understand better the rationale behind rules. It created an understanding that as individuals they have responsibility for decisions and actions taken.

The project helped engender a positive spirit of cooperation throughout the school and build on the theme of interculturalism undertaken last year.

We had great fun, created, sang, listened, aired our opinions, spoke in front of a room full of people, gathered together and opened our hearts and minds.

Co-ordinator: Miriam Duggan



WATERWISE

PRESENTATION PRIMARY SCHOOL WARRENMOUNT



GOALS AND AIMS

Our project set out to

- explore the importance of water in the daily lives of our pupils
- research the importance of water
- examine the impact of water shortages on the lives of the people of Zambia
- undertake water conservation measures
- learn about water pollution

TARGET GROUP

Our target groups were our Fourth, Fifth and Sixth Classes. We hoped to influence their behaviour in relation to water conservation at home as well as in school.

ACTIONS

- Our Sixth Class organised a cake/jumble sale and raised €1,000.00 for a Zambian project to stock a fish pond
- We visited Dublin County Council's Water Treatment Works in Ballymore Eustace to discover how our drinking water is sourced, filtered and cleaned

- Teachers presented a series of four lessons on the water cycle, water treatment, rainfall patterns, conservation of water supplies and pollution of water
- Sr. Breeda gave each class an interactive whiteboard presentation on water usage in Zambia and raised awareness of how it affects the lives of the local children

OUTCOMES

Our project was a success. Put simply in one of the children's words: **"I learned to save water."** Our pupils are now fully informed on water conservation and the importance of protecting our supplies from pollution. They are implementing the conservation measures, **"tap tips"**, explored during the project. The pupils who travelled to Kilkenny have blossomed in self-confidence as a result of reporting on the Waterwise project to the adults and other children who visited their stand.



INVOLVEMENT OF OTHERS / LINKAGES

As part of our learning we visited the **water treatment works at Ballymore Eustace** where Suzanne McGuire gave our Fifth Classes a guided tour. Her presentation was most informative and she was deluged with related questions from our girls as we explored the treatment works.

We also had two workshops on water preservation and safe water presented by Sinead Hourihane from **Dublin City Council**, Marrowbone Lane. All four target classes attended.

POSITIVE IMPACT ON WHOLE COMMUNITY

Our pupils spread the word about water conservation to their parents and siblings. We hope the word will continue to spread within the school and wider local community.

Co-ordinator: Greta Duggan

CLUSTER MUNITIONS - BOMB CHICKS

SCOIL CHRÍOST RÍ PORTLAOISE



RESEARCH

- We first researched cluster munitions on the internet. Among the most useful and detailed of these sites were Wikipedia.com and the official **Cluster Munitions Coalition (CMC)** website. They supplied us with extensive information and the CMC page gave details of the coming public events and details of the **international treaty** against cluster munitions which was signed in Oslo in December 2008.
- Sr. Barbara Raftery, a Presentation Sister who has been involved in the battle against cluster munitions for a number of years, spoke about the work being done to stop cluster munitions - from production to deployment - and outlined to us the effects of the munitions in target countries.
- We attended a Conference on cluster munitions in Dublin on 29th October 2008.
- We analysed what we learned by discussing it within the group.

WHAT WE DISCOVERED

- A huge number of countries have taken part in the production, stockpile, transport and deployment of cluster bombs
- At least 34 countries have produced the munitions since the creation of the United Nations and at least 75 countries have stockpiles of the weapons

- Some countries, including Ireland, signed a treaty to ban the use of cluster munitions while others, actually involved in their use, refrained from signing the treaty
- We learned how cluster munitions are deployed as well as the short and long-term effects of the subsequent sub-munitions



WHO WAS INVOLVED?

As Bombchicks, we worked with our YSI co-ordinator **Deirdre Farrell** in starting up our project and in organising school and group activities. She acted as facilitator to our project in the school and acted as a liaison between us and outside parties.

We also worked with other students in the school. We made a presentation to each class and showed a video on the effects of cluster munitions.

Sr. Barbara Raftery introduced us to the issue of cluster munitions and also accompanied us to the conference in the Film Base in Dublin at which she spoke -

along with **Nicholas Twist** and **Colm O’Gorman**.

We wrote and performed a short play illustrating the effects of cluster munitions for the **Speak Out! Showcase** in Griffith College Dublin.

By educating over 400 students and 30 teachers in our own school about the issue of cluster munitions we can exert pressure at both local and national government level to fully and actively oppose cluster munitions. Continuous pressure will eventually result in a spread of awareness and a global opposition to cluster bombs.

WHAT WE HAVE LEARNED

We learned all about what cluster munitions and sub-munitions are and the damage they can do. The larger munition is air-dropped and then splits into lots of smaller bomblets which then disperse over the surrounding area. The explosives which detonate on impact wreak havoc but there are a number which do not detonate and can continue to pose a threat for decades afterwards. Civilians are more often than not the victims of delayed detonation.

As a group we learned a great deal about the global use of cluster bombs and their effects. The video that we saw in Dublin really affected us, as it documented real-life stories of people who were harmed or had loved ones taken away from them by cluster munitions. We saw the work that people are doing in effected countries to dispose of unspent munitions - but international governments need to get more involved. We aimed to



push the government into a better frame of 'mind' on the issue so that maybe future casualties can be prevented.

CHALLENGE TO CHANGE SEMINAR 14 MAY 2009

We decided on orange and black as our colour scheme. In our presentation we included:

- Information on cluster munitions
- Some countries involved in and affected by cluster munitions
- The speech made at the Young Social Innovators event in Griffith College Dublin
- Pictures of victims of cluster munitions
- Leaflets and badges from the Cluster Munitions Coalition (CMC)
- A DVD presentation of the effects of the cluster munitions in targeted countries
- A copy of the Cluster Munitions Act 2008
- A "Stop Cluster Bombs" 'man' from the CMC event in Temple Bar in Dublin
- Balloons to show the effect of cluster munitions and how deceiving they can be. A cluster bomb can look like a toy to a child and this can have fatal consequences.

We spoke to many people about our project and it was refreshing to see how many people knew about and opposed cluster munitions. There was a high level of interest from people attending the seminar.

We weren't confined to our stand and took our cause around the room offering raffle tickets and stickers to everyone.

The seminar was a great experience for all of us. We got to see other projects from other schools, from people who devoted themselves to work like we did to ours. We learned a lot about water treatment, recycling household materials, Fairtrade, gender discrimination and homelessness, among other things.

We each found the world issue workshops very beneficial also as they allowed for group discussions and sharing of ideas.

We met so many new, friendly people and the day was very enjoyable.

Co-ordinator: Deirdre Farrell



TREASURING TREES

PRESENTATION PRIMARY SCHOOL CLONMEL



"STAY DEEPLY ROOTED WHILE REACHING FOR THE SKY" - Dr. Karen I. Shragg

Trees, woods and forests were at the heart of our theme this year. We were interested in a topic that would be accessible to all classes from Junior Infants to Sixth Class. Through this project we opened our eyes to the magnificent setting of our school and town. We became immersed in trees, especially by springtime, and we observed that many of our pupils had a heightened awareness of the opening buds and a delight in the unfolding of blossoms and leaves.

AIMS

Through our Challenge to Change lessons we hoped that pupils, parents and staff would

- gain an appreciation of the wonder and beauty of trees
- understand the usefulness of trees
- explore the inter-relationship of flora, fauna and human life
- learn about and label trees in the school grounds
- explore local woods and learn about animal and plant life in the woods
- learn about the work of **Coillte** and local timber-using industry
- learn about rainforests and implications of deforestation
- respond to trees through the arts
- gain an understanding of the need to conserve the earth's resources

WORK UNDERTAKEN

A Challenge to Change Committee of children and adults was set up. This committee helped to keep the school members informed of progress through notices, displays and announcements.

Infants and middle classes created autumn wreaths, pictures, woodland scenes and mobiles. Senior classes explored poems and quotations based on trees. The girls responded with fabric and fibre pictures, poetry and creative writing.

Fourth Class learned about the rainforests of the world, the people and animals who live there and the problems caused by deforestation. The girls shared their knowledge through pictures and song at Assembly.

Tess, one of the **grandparents**, worked with a group of children to identify trees in the school grounds. The trees were subsequently labelled.

Parents and pupils enjoyed an **audio-visual display** entitled "Treasuring Trees". The film, which was created by **parent Brid O'Doherty Roberts**, looked wonderful on the big screen. To add to the atmosphere, the viewing room was decorated to resemble a rain forest, complete with hanging foliage, large spiders and camouflaged creatures.

Some children learned about **family trees** and drew up individual family trees.

Infants and middle classes learned about apples trees, the usefulness of apples and the story of Johnny Appleseed. Together they created a huge apple tree and basket of apples.

Fifth and Sixth Class learned about woodlands - trees, animals. Fifth Class produced a **mural** and Sixth Class produced Powerpoint presentations on trees and woods.

The girls on the Challenge to Change Committee taught lessons and a simple song to junior classes.



Sixth Class pupils and their teachers enjoyed a morning hike in **Kilsheelan Woods** near Clonmel. The girls completed activity sheets and collected samples of leaves/plants. The group at the rear was lucky enough to spot a deer (a first time experience for some of the girls).

"THE CREATION OF A THOUSAND FORESTS IS IN ONE ACORN"

- Ralph Waldo Emerson



WHO WAS INVOLVED?

- All classes took part in this year's project.
- Our **Parents' Council** and staff members helped decorate the computer room and transformed it into a rainforest. The result was magical and much appreciated by pupils and visitors.
- We are very grateful to parent, Bríd, and grandparent, Tess, for sharing their talents and giving so generously of their time.
- We were encouraged by the interest and appreciation shown by parents who visited the school to watch the "Treasuring Trees" film.

A FINAL THOUGHT

"In a way, learning about trees is like a tree growing We stay the same like the trunk, but our thoughts and views change like the branches!" Chloe, 6th Class

"I loved our walk - learning all about trees and how to find out how old the trees are and listening to the sounds of the leaves and trees moving in the wind." Serena, 6th Class



"When I go on walks up the mountain, I always see rubbish. It ruins the scenery and can destroy animals. We must be responsible for our rubbish." Brigid, 5th Class

"People are cutting down trees in the rain forest so the animals that live in the trees are endangered. I think this is terrible because some of these animals may become extinct. They should replant any trees they cut down." Vivienne, 4th Class

"I thought it was great that the whole school got involved in Challenge to Change. I loved watching the Powerpoint and the way the room was made into a forest. I liked learning the quotes and doing art about trees. I loved going to Kilkenny and presenting the project. I absolutely loved our woodland walk in Kilsheelan!!" Leanne, 6th Class

"TREAT THE EARTH WELL: IT WAS NOT GIVEN TO YOU BY YOUR PARENTS, IT WAS LOANED TO YOU BY YOUR CHILDREN"

Old Native American proverb

Co-ordinator: Noelle Lambert

PROMOTING A HUMAN RIGHTS FRIENDLY SCHOOL

PRESENTATION SECONDARY SCHOOL WARRENMOUNT



In keeping with the Presentation ethos in supporting justice issues, our school has had an active Student and Youth Amnesty group since 1995. As a result of our work in this area, we were privileged to be invited to participate in an international pilot programme called the **Human Rights Friendly Schools' Project**. A human rights friendly school ensures that equality, dignity, respect, non-discrimination and participation are at the heart of the learning experience and present in all major areas of school life. Naturally, we decided to link our Challenge to Change Project with this international project in the hope of establishing a more informed understanding of how integral human rights are to living in a just and equitable world.

AIMS

- To explore and promote the adoption of a whole school approach to the integration of human rights within the school community
- To identify and facilitate ways of promoting the principles contained in the Universal Declaration of Human Rights among our 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 devising a movie presentation and visual displays

- To enable students to explain the importance of the principles contained in the Universal Declaration of Human Rights and how they are implemented at local, national and global level.
- To inform students of the importance of protecting and promoting human rights. Through their exploration of these issues, they will be able to identify and present some strategies to promote a human rights friendly school
- To enable students to identify and discuss cases both locally and internationally where these rights are both respected and abused and the impact that this has on both the individual and the wider community
- To facilitate the forging of strong links between our students and a number of individuals and organizations working on these issues

The school community will be challenged to individually and collectively take responsibility in ensuring that our school community is a human rights respecting school.

TARGET GROUP

Transition Year students were the main participants. Third and Fifth Year students were involved in smaller projects on related human right themes.



ACTIONS

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

- The whole school community (students, staff, parents and the Board) participated in a questionnaire entitled '**Taking the Human Rights Temperature of Your School.**' The results have been collated and they make for very interesting reading. We had a temperature of 78° and we hoped to improve this further through our continued involvement and learning on this project.
- The Transition Year students were involved in the **Co-operation North Project**. They have had a number of very interesting discussions with **Carrickfergus Grammar School** on issues such as homelessness and access to free leisure activities in the community. Each school presented their findings to one another having researched these issues using surveys and interviews with the relevant individuals and organisations.
- TY students attended a very informative and engaging **workshop** on this theme of respecting human rights at local, national and international level in the office of the **Ombudsman for Children**.
- During our **One World Week** celebrations, the students attended a workshop facilitated by **Global Harmonies** on the theme of human rights explored through the medium of art and music.
- Students read books, spoke about topical issues and researched information and topics on the internet. The students then selected their chosen right from the Declaration and developed some **visual posters** to display what they had learned. Others worked on devising an excellent **movie**

presentation on relating the importance of the **UN Declaration of Human Rights** in a manner and format that students and the wider community could readily identify with.

- This work will be presented to the school community. It is hoped that the school community will be challenged to individually and collectively take responsibility in ensuring that our school community is a human rights respecting school.
- To mark **International Women's Day** Fifth Year students researched and devised an eye catching visual display of women who dared to make a positive difference.
- The 3.1 C.S.P.E. class prepared a very informative and challenging day on how **women's rights** are persistently denied around the world. They showcased

their excellent work in the school hall over the course of one day, using drama, dance, displays, quizzes and art work.

- The J.C.S.P. 3 class researched the topical area of bullying and scripted, performed and produced a short drama to highlight the **injustice of bullying**. The feedback was exceptionally positive and proved very beneficial in providing a forum for further discussion and exploration of this important issue.
- All students participated in at least one workshop over the course of our annual One World Week to celebrate diversity and learn from the richness of one another's culture.
- The school Amnesty Group is involved in piloting a **Mental Health Awareness Campaign**.



LINKAGES

- TY students developed strong links with the **Warrenmount Centre** working on an **intergenerational project** and a **citizenship voting programme**.
- They worked closely with Warrenmount Primary School on a number of related projects.
- They **interviewed and surveyed** a number of students in local secondary schools and Youthreach Centres for the Co-operation North project.

OUTCOMES

- Students are better informed and more passionate about the importance of protecting and respecting human rights. They are able to discuss cases both locally and internationally where these rights are both respected and abused and the impact that this has on both the individual and the wider community.
- They hope to challenge the school community to take responsibility in ensuring that our school community is a human rights respecting school
- Students developed interpersonal and intrapersonal skills and learned about the benefits of teamwork
- Their IT skills were further enhanced
- They also developed their self-confidence in presenting their findings at the Challenge to Change Seminar in Kilkenny

WHAT WORKED WELL

- Anchoring the project in Transition Year
- The positive and open attitude of the school community. The management and staff were all very supportive in helping to develop ideas, set goals and in particular, work to a timeframe.
- Use of I.T. skills and artistic talent to develop two excellent presentations which can be used as teaching tools
- Choosing a project that complements work already started. The Human Rights Temperature Check was a natural step to start work on this pilot project with Amnesty International.

CONCLUSION

As members of this pilot project, a representative group of students, parents and staff have now started working in partnership to devise a vision statement for Warrenmount as a Human Rights Friendly School. This advisory group has begun work on devising an action plan for the next school year in presenting possible strategies to promote a welcoming and respectful school community in the areas of school governance and participation, school and community relations, curriculum and extra curricular activities and the environment.

The results of the Human Rights Temperature Check will be displayed in the school foyer. We will also include a summary of the findings in our monthly newsletter 'The Page' and a report of same will be made to the Parents' Association and Board of Management. It certainly was a very informative and interesting exercise which will be of much benefit in establishing a base line for human rights in our school.

This project provided us with an opportunity to work together and challenge one another to reflect on the importance of human rights which we so often take for granted. Together, we realize that we have huge influence in promoting a welcoming and respectful community at school, in the local neighbourhood and in the wider world so that we can contribute to making our world a just world for all.



Co-ordinator: Gwen Brennan

TRAVEL TO CHANGE

PRESENTATION PRIMARY SCHOOL CASTLECOMER



AIMS

- To explore and examine the problems in the world today - poverty and hunger - in relation to the global distribution of population
- To create awareness of how we use energy, focusing on energy use in transport
- To link energy-use in the developed world with problems in the developing world
- To learn about transport in the developing world (focus on Eritrea)
- To make a change in our own community by walking to school more by starting a Walking Bus or Walk on Wednesday (WOW) initiative
- To learn about "Food Kilometres" and how we can make a difference in cutting down on CO₂ emissions by buying produce that is in-season and local

TARGET GROUP

The pupils involved in researching and presenting the project are in Fourth, Fifth and Sixth Classes. Four pupils formed the steering committee with two teachers and the Principal. These four pupils attended the seminar day in May along with four other democratically elected pupils.

ACTIONS

- We conducted **surveys** in the Autumn to find out how children in our school come to school each day - we found that the majority come by car
- We found out about problems in the world through **DICE** activities, e.g. how many people in the world exist on less than a dollar a day, how many are hungry
- Pupils worked in groups to research the lives of children in **Eritrea**. They learned about the **Millennium Development Goals** and compared transport in a poorer country with our own transport system. They made profiles of these children in Eritrea and this brought a developing country to life for them.
- We made "**chain reaction**" charts which began with a simple action undertaken by someone in a developed country. This action created problems in the environment which consequently affected someone in a poorer country. This was a simple but effective device to illustrate how energy use contributes significantly to global warming.
- Pupils calculated their own **carbon footprint** by logging onto an easily navigable web-quiz. This was great - it highlighted how we can make simple changes in our homes and schools to cut down our carbon footprints.
- Pupils learned Shocking Facts on transport by researching many books, news articles and websites and then shared them with each other.
- Fourth and Fifth Classes learned all about **Food Kilometres** and made

charts about how the different fruit and vegetables travel from all around the globe. The class then visited the vegetable van in Castlecomer and asked **questions about countries of origin**. This was an enjoyable activity, also an eye-opener - we look more closely at labels in the supermarkets now!

- Pupils ran a colouring competition in the junior classes to herald the beginning of **WOW**
- They made their own posters and created slogans for **WOW**.
- We began Walk on Wednesday in April. Every class in the school was given a tree - chart and leaves. **A leaf on the tree represented every child who walked that morning**. We got the total number of leaves in each class, found the class



percentage. The class with the highest percentage won a boot filled with sweets!

- This showed a significant change in how we come to school. We compared results of our Autumn survey with **WOW** results and were pleased to find **we had initiated a change!**

- We invited Miriam O'Connell from **Self-Help Africa** to our school. She had just returned from Kenya and knew lots about Eritrea. It was great to see all the **photographs of transport in Africa**, showing donkeys, camels, jam-packed buses, bicycles, how people carry water and sticks.
- **Margaret and Sandra Gill** who had travelled with Self-Help Africa to Eritrea also came to our school to tell us about how they saw a dream realised. Barbara Gill had come to our school two years ago. Tragically she was killed in an accident. Her work in Eritrea had just begun at that time so her family and Self-Help wanted to see it come to fruition and a school was built in Eritrea, with Self-Help funding, by the community there.
- Sixth Class learned about the **history of transport** and made **mini-projects** on different topics.
- Sixth Class found what carbon is and learned about the **carbon cycle**
- Pupils learned about **alternative energy uses specific to transport**. They found out about **electric cars and bicycles, hybrid cars, biofuels**.
- Third and Fourth Class created **amazing models of what they imagine will be the future of transport**.
- We put the language of the Millennium Development Goals into simpler words and made posters based on each one.

OUTCOMES

- The pupils learned that our reliance on fossil-fuelled transport will contribute to climate change and bring about devastating effects, mainly affecting the developing world.
- The pupils saw a country really brought to life through the visits of Miriam and Mrs Gill. Eritrea is seen as a country with beautiful landscapes, friendly communities, hard-working farmers. Pupils saw how communities can help themselves and also realised how fortunate we are here.
- Most of our school population now walks to school, a very positive result!
- Word-processing skills were enhanced.
- Our families pay more attention to where our fruit and vegetables come from
- Language development is an outcome of the project, e.g. key words associated with alternative energy. Summarising, reporting and note-taking abilities were improved.
- The pupils taking part in the opening activity for the seminar had a big confidence boost!
- Research skills were practised by many of the pupils who were motivated to visit the library or go online in their own free time

WHAT WORKED WELL

- Conducting surveys and groupwork especially on mini-projects
- Visiting speakers
- Walk on Wednesday
- Learning about food kilometres, carbon footprint, examining problems in the world

LOCAL AND GLOBAL LINKAGES

- Self-Help Africa
- Community: WOW involves families and the wider community in Castlecomer
- Fourth and Fifth Class had a link with the vegetable van and the local Eurospar
- AA road watch and websites - askforkids.com, Oxfam.org.uk/coolplanet/ontheline, actonco2.direct.gov.uk/indix, diuproject.org, distancecalculator.globefeed.com

POSITIVE IMPACT ON THE WHOLE COMMUNITY

The main impact has come about as a result of the WOW initiative as every class gets involved as do parents and all teachers. Traffic in the street (which is the main route through Castlecomer) is visibly lessened and there is an upbeat mood on Wednesday mornings. We had thought about writing to local authorities about the possibility of cycle lanes in Castlecomer but that may be an activity for the next school year.

Another positive impact on our school community is that the visit we had from Barbara Gill's family brought all classes from Second to Sixth together to watch videos and a powerpoint presentation. Staff and pupils alike were surprised by the lack of resources the community in Eritrea had and we all learned from the visitors. The households of Fourth, Fifth and Sixth Classes are now more discerning shoppers!

CONCLUSION

This project held a wealth of opportunities for lessons and for getting the whole school involved. The pupils enjoyed the topics we worked on, in particular the DICE activities and the online carbon calculator. We feel that the WOW initiative is going very well and we would recommend it for other schools. This project has connected the pupils involved with their parents and grandparents (whom they interviewed about travelling to school in the past), asking about food kilometres and WOW.

"I learned that it's not that easy for people in Africa and in other parts of the world to do whatever they want to, whenever they want to. I also learned that we should walk more to help stop global warming." Olive

"We had a tree drawn onto a page in each classroom and we had paper leaves - every child that walked on a Wednesday put a leaf on the tree. I also enjoyed finding out my carbon footprint and doing many different surveys." Niamh

The seminar in Kilkenny was a real learning experience and it will be a day the girls will always remember. The welcoming, friendly atmosphere made it so easy for the pupils to mingle and to be themselves.

Co-ordinators: Margaret Maxwell, Marie Hughes

A FAIR IDEA OF FAIR TRADE - BECOMING A FAIRTRADE SCHOOL

PRESENTATION PRIMARY SCHOOL PORTARLINGTON



In our Challenge to Change project we hoped to increase awareness of the issue of fairtrade throughout the school using various methods. These methods included project work, invited guest speakers, surveys and the celebration of **Fairtrade Fortnight** to name but a few.

AIMS

- To raise awareness of the injustices in many developing countries in relation to pay and working conditions
- To highlight the benefits of choosing fairtrade products for all
- To celebrate a **Fairtrade Christmas** in the school
- To involve the entire school community in becoming a **Fairtrade School**
- To celebrate Fairtrade Fortnight

TARGET GROUP

Although Sixth, Fifth and Fourth Classes were primarily involved in this project under the guidance of their teachers Ms Dunne, Ms Meehan, Ms Nolan, Ms Marrum and Ms Gilmartin,

the whole school community was involved in project work and competitions to get the message of fairtrade out to the wider community.

Outline of work undertaken

- Introduction of fairtrade tea, coffee and biscuits to the staffroom
- Fairtrade Christmas display at the entrance to our school comprising of a tree decorated with fairtrade decorations and a Fairtrade Advent Calendar
- Each day of Advent a Senior Class spoke to a Junior Class on the issue of fairtrade and how we can help by having a Fairtrade Christmas
- Raffle of fairtrade chocolate hampers with all proceeds being donated to a Presentation Sisters initiative in Africa
- Inhouse colouring competition for fairtrade prizes



Class	Study topic
Infants and First Classes	Children in other lands
Second and Third Classes	Cotton trade in India
Fourth Classes	Go Bananas!
Fifth and Sixth Classes	The Story of Chocolate

Co-ordinator: Dawn Gilmartin



(For more see www.fairtrade.ie)



LIFE AND EDUCATION IN ZAMBIA

PRESENTATION PRIMARY SCHOOL TERENCE



Our project took a whole school approach to raise general awareness about life and the importance of education in developing countries, especially Zambia

AIMS AND OBJECTIVES

- To raise the children's awareness of the life of people living in poverty in a developing country
- To discuss and examine the right to education
- To identify and compare cultural differences and similarities in the areas of education, daily life and pastimes in Zambia
- To undertake a study of life in a developing country
- To correspond with students in Zambia to learn more about life in a developing country and the role education has in their lives

TARGET GROUP

Whole school to begin with, and then focus on Fifth Class for correspondence and First class to undertake a study of life in Zambia.

"It made me think that they always have smiles on their faces even if they have to walk 2 hours to school even if they have no food." Ashleigh



ACTIONS

Our Challenge to Change project began last year when one of the teachers in our school got the opportunity to travel to Zambia and work in a school and community there for the summer. To aid her and to learn more about life in Zambia our school held an 'Africa Day'. We raised nearly €6,000 that Miss Tully brought to the schools and people of Mazabuka. As part of our **Africa Day** we undertook a variety of activities, academic and recreational, to learn more about the culture and daily lives of the people in Zambia.

The Junior and Senior Infants read traditional **African stories** and were taught African games. First and Second Classes learned all about the **wildlife in Africa**, focusing on the African elephant and took part in an **African drumming workshop** which was led by a priest from the Congo.



The Third and Fourth Classes were shown a **Powerpoint presentation** about daily life in Mazabuka which they discussed in full and compared and contrasted with their own daily experiences. They also took part in a **tribal dancing workshop** which they thoroughly enjoyed.

Fifth and Sixth Classes discussed the **Millennium Development Goals**, focusing on a child's right to education. They then designed posters to promote the importance of education which were displayed around the school. As soccer is the much loved sport of Africa, the six classes picked an African country each and took part in their very own version of a **World Cup**, complete with posters, flags and jerseys.

Following Ms Tully's summer in Zambia she showed us a presentation about her experiences of life in Zambia, including school life, the role of women and where they lived. She also set up an **interactive display** and sat with each class individually to answer their questions and tell them more about Zambia.

Fifth Class corresponded with **Namalonga Basic School** in Mazabuka. The children in Namalonga **wrote letters** about their school life, their favourite food and past times and what they hope to be when they are older. The Fifth Class students read and replied to their letters telling the Zambian children about life in Ireland.

The money raised by the children in Presentation Primary School helped to set up **feeding programmes** in a number of poverty stricken schools across Mazabuka.

First Class undertook a **study of life in Zambia**. They learned all about school life, the chores children do, where they live and how bananas are produced. They

also attempted to build their own version of mud-huts! A lot of fun was had but our huts did not stand the test of time!

OUTCOMES OF THE PROJECT/ POSITIVE IMPACT ON COMMUNITY

The whole school had a real sense of what life and education is like in a developing country. As a result of this project, the children felt connected with the people of Mazabuka. Links were made with schools in Mazabuka; feeding programmes were set up; school books and supplies were provided and the education of orphans sponsored.



The pupils began to understand the similarities children share the world over and how important it is to be thankful for the opportunities we have and the education we receive as only education can break the cycle of poverty.

WHAT WORKED WELL

- The positive and open attitude of the whole school community in getting involved with our Africa Day.
- Being able to set up correspondence with students in Mazabuka was a fantastic opportunity for the children to gain a genuine insight into life in Zambia
- The drumming and tribal dancing workshops were thoroughly enjoyed by all
- First Class particularly enjoyed attempting to build their own mud huts and re-enacting the banana picking process
- Unfortunately we did not have any speakers in to the school and plan to have some in during the next school year.

"It has made me feel grateful about what I have and how much I can do that they can't. And how I don't have to go to a well for water or make my own house or only get fed once a day."
Emma

The most positive outcome of this project was the lasting impression it left on the children. Despite the fact that the people of Zambia are surviving on next to nothing, they remain happy, spiritual and resourceful. They make the best of what they have.

Co-ordinator: Elaine Tully



DEVELOPING THE MILLENNIUM DEVELOPMENT GOALS

PRESENTATION SECONDARY SCHOOL MITCHELSTOWN



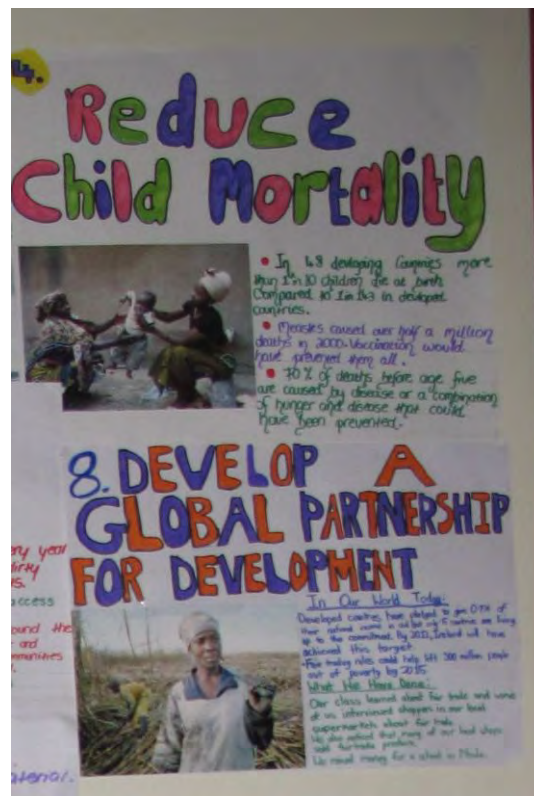
AIMS AND OBJECTIVES

- To highlight the **Millennium Development Goals** in our school by taking part in the **Stand Up and Take Action Campaign**
- To inform young people about the MDGs by making a video that will explain the goals
- To explore the **Global Partnership** and **Environmental Sustainability** goals to see if there are any things that young people in Ireland can do to help reduce global poverty through promoting Fair Trade products and by getting involved in the Green Schools Programme
- To look at the **Universal Primary Education** goal in action through our link with a school in Uganda
- To have Ugandan students come and visit our school and community
- To compare the experiences of students and teachers in the Mbula community in Uganda with the statistics provided by the UN to see if the MDGs have made a difference to people's everyday lives
- To raise awareness of the **Combat HIV/AIDS** and other diseases goal by helping to raise money to send a nurse to work in Uganda in a HIV/AIDS clinic.

RESEARCH

We researched the Millennium Development Goals on the internet. We used a combination of surveys, interviews, internet, guest speakers and publications like 'Our World, Our Future' produced by Irish Aid in our research. We used the internet to research the Millennium Development Goals, AIDs/HIV, Fair Trade, global campaigns, statistics.

We wanted to find out if the students in our school had heard about the United Nations and the Millennium Development Goals. 60% of First Years had never heard of the United Nations and 100% had never heard of the Millennium Development Goals. We discovered that a lot of young people were put off by the language used in the goals, e.g. "eradicate". This gave us the idea of **explaining the goals in everyday language**. We focused on the following goals: Sustainable Development, Universal Primary Education, Developing Global Partnerships, Combating HIV/AIDS and other diseases.



ACTIONS

- Irish Aid sent us information on the MDGs
- We made posters for each of the goals. We used the statistics we had researched on the net to underline why action is needed on these goals.
- We designed a leaflet explaining the MDGs and the **Stand Up and take Action** campaign in case some students hadn't read our posters.
- We took part in a workshop on **Fair Trade and Child Labour** in John the Baptist Community School in Hospital.
- We interviewed the managers and customers of Supervalu, Tesco and Lidl to find out about the Fair Trade products in their stores.
- We interviewed Ms. Claffey and Ms. Casey to find out about their trip to Uganda. We wanted to compare their observations on class size, attendance and general discipline in the Ugandan schools. Class sizes in Uganda are far larger than any classes here in Ireland. There were up to 70 children in each class. Attendance at school in Uganda is greatly influenced by the family's wealth. If the family needed the child to work as a labourer to earn money, then they would not be able to attend school. Ugandan students saw the chance of an education as a great privilege and because of that they were very attentive in class.
- We interviewed the students who had visited Uganda last year. Ugandan students were much more open about discussing HIV/AIDS than we were.

Partners in Learning

We contacted a local organisation called Partners in Learning. They visit the Mbula community in Uganda each year to share knowledge and to learn from each other. People from Mbula came to Ireland to look at the setting up of Credit Unions. In April they brought Ugandan students to Ireland to look at our education system. They went to classes with our T.Y. group.

MDGs	Information Sharing and Awareness Raising	<ul style="list-style-type: none"> • Poster Campaign • Stand Up and Take Action • Awareness Leaflet
We concentrated on FOUR GOALS	SUSTAINABLE DEVELOPMENT	<ul style="list-style-type: none"> • Wall Hanging • Guest Speakers • Green Schools Committee • DVD / Powerpoint presentations
	UNIVERSAL PRIMARY EDUCATION	<ul style="list-style-type: none"> • International Day • Bag-Packing • Presentation of Findings • Ugandan Students visit our school
	DEVELOP GLOBAL PARTNERSHIPS	<ul style="list-style-type: none"> • Fair Trade Local Research • Vox Pop • Fair Trade Display • Workshop on Fair Trade and Child Labour • Ugandan Students visit our school
	COMBAT HIV/AIDS AND OTHER DISEASES	<ul style="list-style-type: none"> • Link with Nurse Hilary Smith from Mitchelstown who will work on a community HIV programme in Uganda

Some Highlights

- Last year's Transition Year Class gave information about their trip to Uganda and showed us examples of Ugandan craftwork
- 'Stand Up and Take Action' campaign
- Other students in our school joined the Green Schools initiative
- Nelly from the Mbula community spoke to us about life in Uganda
- Billy O' Donovan from Partners in Learning helped us link with the school in Uganda
- An Taisce provided us with a guest speaker and information on Green Schools
- John the Baptist Secondary School workshop on Fair Trade and Child Labour
- Local newspaper 'The Avondhu' published articles and photos
- The visiting five students and two teachers from Mbula
- We raised money for Hilary Smith's work in Uganda in a HIV/AIDS clinic
- T.Y. students from the C.B.S. in Mitchelstown joined in the 'Stand Up and Take Action' campaign

Co-ordinator: Winnie Fitzgerald

WHAT'S IN A NAME?

SCOIL MUIRE CLONDALKIN



The project has a whole-school focus looking at cultural diversity in Scoil Mhuire. This year we have chosen to look at the origin of children's names and to further explore the different forms of the each name. This part of the programme focused on involving parents. A questionnaire was distributed to parents asking them to discuss and record with their child :

- Why they chose the name for their child
- The origin and meaning of the name
- Other family members that share a similar form of the name.

The response from the parents was excellent and they were very willing to become involved in this project. Each class compiled a book of class names and presented it in different formats.

AIMS

- To develop in the children an awareness of the origin of their names
- To develop the child's self esteem
- To strengthen our parental involvement within the school

We have over twenty different nationalities in the school.

ACTIVITIES

- The children charted on a map of the world the areas of origin of the different names
- Some classes did a comparative study of the different forms of the name in different countries
- Each class compiled a book of the children's names and these were produced in a variety of different ways



- Parents visited the classrooms to talk about their country of origin and to teach a song or a poem to the children.
- The project culminated in the **Intercultural Day** where each class in the school choose a country to study. Each class focused on the particular country. The research began with a study of **maps and flags**. Using a cross-curricular approach **food, music, dance, customs and festivals** were explored.
- On the Intercultural Day the parents visited the hall where there were displays from each of the countries.
- Many of the parents cooked or baked food for the Intercultural Day. The children performed a song or a poem for their parents and the class books were on display.



CONCLUSION

Challenge to Change gave us the opportunity to focus on cultural diversity within the school. With the focus on children's names and songs from around the world it proved to be a wonderful way to include all children and their parents. This allowed for a whole-school approach with the inclusion of parents and children to provide positive learning outcomes for all. The production of books in each class also proved very positive and many hours

will be spent reading these as it is a wonderful resource to have in the school. On reflection our Intercultural Day this year lent itself to greater parental involvement. Parents were involved in the teaching of songs and dances in different classes. They also shared lots of information and artifacts with the children. There was an increased attendance by parents at the Intercultural Day.

AND THE STORY GOES ON ...

As a follow-up activity, we plan to circulate and share the books among all the classes. The songs and poems learned for the Intercultural Day will be shared at school assemblies. We intend to extend our intercultural approach and focus once again on music and dance in 2009/2010.

Co-ordinator: Carol Burke-Heneghan

CLIMATE CHANGE - IS IT TOO LATE?

PRESENTATION PRIMARY SCHOOL GEORGE'S HILL



GOALS

- To increase awareness of climate change and global warming
- To identify how the actions of people can contribute to global warming
- To inform the school community on how climate change affects people and animals
- To educate pupils on how we can help to reduce global warming

TARGET GROUP

Fourth and Fifth Classes undertook the project with whole-school support.

ACTIONS

- We invited **Lizzie Noone** from **Concern** to our school. She talked to us about Climate Change and how it affects people around the world.
- The children worked in groups and researched different aspects of climate change
- Fourth Class looked at how climate change affects animals while Fifth Class looked at how climate change affects people
- We attended an **SEI workshop on Energy and Climate Change**. We found out lots of ways we can help to reduce global warming.
- We displayed posters about climate change around the school.
- Fifth Class attended an **Irish Aid workshop**. They learned all about the environment and climate change.
- We **printed t-shirts** with messages about climate change. We wore these around the school and at Assembly to raise awareness.
- We presented our project at an Assembly and invited each class to visit our stand afterwards.

OUTCOMES

- We learned about climate change and global warming
- We researched how climate change is affecting people and animals around the world
- We looked at ways people can reduce global warming
- We raised awareness of these topics in the school
- We promoted the positive actions children can take at home and at school to help reduce the effects of global warming

LINKS

- Irish Aid
- Sustainable Energy Ireland
- Concern

CONCLUSION

We feel we have all really benefited from this project. We found out lots of information about climate change and how we can help reduce global warming. We improved our research skills by using the internet to find suitable information about various topics. We worked well in groups together and learned how to listen to others and value their opinions. By designing our posters and t-shirts we used our imagination and creativity. We developed our confidence by presenting the project at the seminar in Kilkenny and in our school.

"I learned that if we go in buses instead of cars we will save the animals and that there is heat around the earth forming a blanket and lots more." Paula

"I had a great experience learning about how climate change affects different animals. Climate change doesn't affect only animals, it affects people and countries." Ana-Maria



"Climate change has to stop. We need to live in a clean, healthy world. But if climate change keeps on going things are going to change – affecting animals such as polar bears, birds and dolphins. But climate change is affecting humans so it affects you and me. " Andrea

"I got to go to Kilkenny. There were lots of stands. One was about Fairtrade. We went to workshops. I went to the red workshop with Lizzie (the person that taught us). She talked about child labour. Lots of children are slaves because their parents have not enough money to pay for schools." Merveille

Co-ordinators: Elaine Finnerty, Zita Sheridan

GREEN ART

JOHN THE BAPTIST COMMUNITY SCHOOL HOSPITAL



AIMS

- To participate in recycling workshops
- To increase recycling in our school
- To promote recycling through art

TARGET GROUP: Our whole school community

ACTIONS UNDERTAKEN

Our Transition Year Class attended a workshop run by **ECU-UNESCO** on recycling. The main theme was how our everyday actions can have positive or negative effects on our environment. We performed role plays to illustrate how employers, employees, manufacturers and transporters can affect our environment. The workshop presenter provided us with interesting ways to reuse everyday material.

We participated in two **recycling art workshops** presented by **Mr. Clive Moloney**. In our Christmas workshop we produced a **15 ft Christmas Tree** from recycled paper. In conjunction with this, First Years produced **recycled Christmas decorations** to decorate

it. This was the most successful aspect to our project and it featured in the **Limerick Leader**.

Mr. Moloney also ran a series of five workshops after Easter. We produced vases, baskets, masks and clocks from recycled paper. It really opened our eyes to see what can be achieved with a little imagination.

To raise awareness in our school we held a competition among Junior Certificate Classes to create a slogan for our project. The winning slogan was "Don't be a Fool, Support your Green School". We invited two guest speakers to **review our current recycling system** in the school, Ms. Lorraine Power, Environmental Officer, Limerick Co. Council and Mr. Pat Buckley, Country Clean. They suggested our main problem area was our canteen. We discovered that with 750 students eating in the same area it is difficult to implement a successful recycling system in one year. We will continue to work on this area next year.

IMPACT OF OUR PROJECT

Students and teachers are more aware of recycling and how important it is for ourselves and future generations. We learned that it is important to make projects interesting and innovative. We improved our skills - computers, communications, art, research and presentation. We understand that recycling is everyone's responsibility. This project has changed our attitudes towards recycling and our actions will reflect this throughout our lives.



Co-ordinator: Anne Keane

LESS OF THE HOMELESSNESS

ST. JOSEPH'S G.N.S. MOUNTMELICK



GOALS AND AIMS

- To research the causes and effects of homelessness
- To raise awareness of the organisations that help homeless people
- To participate in visual arts activities and creative writing activities
- To learn a song on the theme of homelessness

TARGET GROUP Fourth Class

ACTIONS UNDERTAKEN

- We rang the organisations that help homeless people in Ireland - Simon Community, Focus Ireland, Trócaire. We arranged for a speaker from Trócaire and Simon Community to speak to Fourth, Fifth and Sixth Classes.
- We researched the internet under the theme of homelessness and found our song - The Streets of London
- We drew our impressions of homeless people and having listened to our guest speakers we realised anyone can become homeless
- We researched the causes and effects it has on people's lives
- We wrote poems on the theme
- We read about Halid who is the 'face' of the Trócaire 2009 campaign
- We presented our work to the senior classes in the school to make the school community aware of the issue
- We sent three donations of €100 each to the organisations to thank them
- We created a cardboard collage person - created from newspaper cuttings we found in the papers to do with homelessness

POSITIVE IMPACT

- The school community has become more aware of the issues of homelessness in our own county and country
- Children have a sense of good feeling and appreciate more when they have it good at home
- Children have learned to give to those less fortunate than themselves

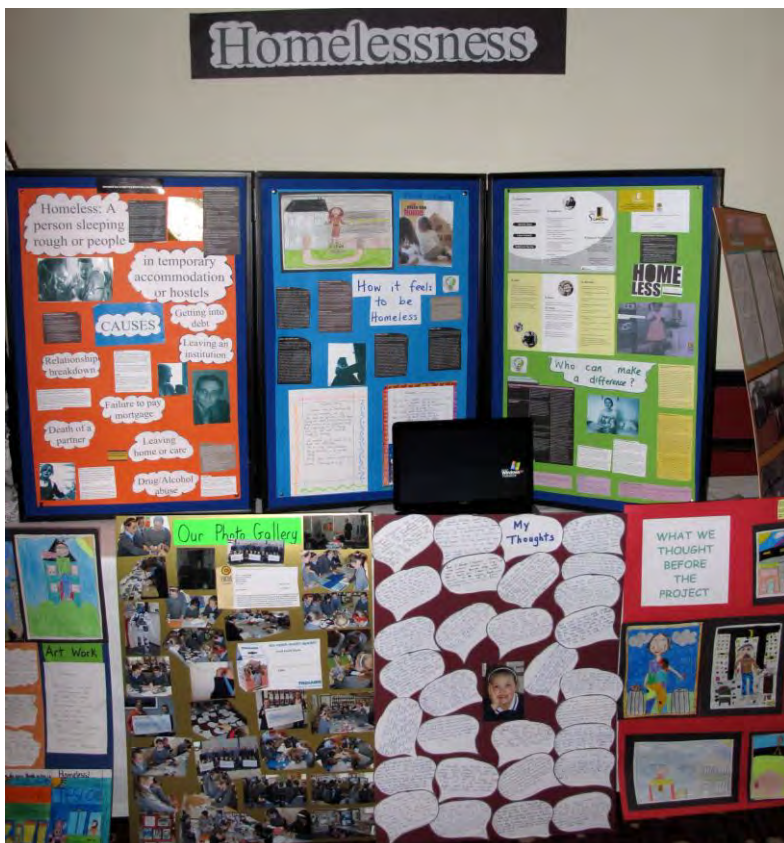
LINKAGES

- Simon Midlands Community
- Focus Ireland
- Trocaire
- Presentation Sisters Mountmellick
- Parents



COMMENTS

"The girls really enjoyed working on the project. What I really liked was the realisation for them that this can happen to anyone. Also I loved the element of team work."



"I really liked when Cormac from Simon came in to speak to us and showed us a DVD."

"Maria from Trócaire was really nice. She played fun games with us to show how people had to move from their countries."

"Before the project I thought homeless people were people with no house, money or good clothes. I thought they had messy hair and raggy clothes. But now I learned you could be homeless and have normal clothes, normal hair. It could be anyone you see. But it could also be a boy in Somalia that was forced to move because of war."

"I learned that you could become homeless quickly. Not all homeless people live out on the streets."

Co-ordinator: Yvonne Glesson

THE POWER OF 322

SCOIL ÁINE CLONDALKIN



GOALS AND AIMS

Our project was about creating a more sustainable and energy efficient school and using the knowledge gained to help create positive changes in our homes. We wanted to educate all the children and adults in our school community about the importance of living a more environmentally friendly life and to encourage everybody to change at least one thing so they can live a more sustainable life.

We wanted to

- Make every member of our school community more 'energy aware'
- Increase energy efficiency within the school and at home
- Promote the benefits of sustainable living
- Investigate ways to live a more sustainable lifestyle
- Work together to promote sustainability
- Become more sustainable with regard to water, energy and food

TARGET GROUP

Every child in our school, their families and all adults working in our school community.

ACTIONS UNDERTAKEN

- **Water butts** set up in the yard to collect rainwater to water the plants.
- **Recycling bins** placed in every classroom and staffroom for paper. Extra green bins received from South Dublin County Council to help us recycle more.

- **Green Bins** in every classroom, the yard and the staffroom for fruit peelings and pencil parings, and teabags. These are transferred daily into our compost bins and **wormery** to create a concentrated fertiliser for our plants and crops.
- Recycled materials used for art projects. We had a whole-school **Art Exhibition** at Easter and every class featured some of their recycled art.
- Flowers, trees and vegetables in the school garden. We even had to build extra beds to accommodate all this planting and the greenhouse was overflowing! Third and Fourth Classes took part in the **Incredible Edibles** challenge.
- **Sustainable Energy Ireland 'Guzzler' workshops** were organised for Senior Infants and First Classes in March to help them learn about energy
- **'Children of the World' puppets** were purchased to help explain how energy and water are used differently in different parts of the world
- The computers are now powered down every weekend in the Computer Room and monitors are turned off. The photocopier is turned off when not in use

Class	Activities Undertaken
Infant Classes	Learned about recycling and electricity. Some made recycled Christmas decorations and others planted bulbs and vegetables. Senior Infants had a workshop by SEI on energy awareness. They designed posters for saving energy at home and at school.
First Class	Learned about water usage in Africa . They looked at the story of Abu in Kenya and compared his life to theirs. They also played games about sorting rubbish and recycling. In the Autumn, they planted trees. They had a workshop from SEI on energy awareness. They learned about the Red-Eyed Monsters that live in our electrical appliances (standby lights).
Second and Third Classes	Completed a project on recycling and created a Recycling City . They completed surveys at home about recycling and they sorted rubbish. They depicted, in words and pictures, a city that would be a better place to live in. Groups picked different areas of a city e.g. school, supermarket, park and decided how they could be improved. They also read books on recycling and visited the ENFO website. They used recycled paper to make colourful jewellery.
Fourth and Fifth Classes	Make a comparison of water use between India and Ireland . They found out how water comes to our homes. They designed water saving and energy awareness leaflets for parents. They created a fun Electrical Quiz Board of Water Facts . They learned about global warming and researched natural and renewable energy resources. They carried out an energy audit in the school. They went to Roscrea to bid farewell to the Bóthar animals leaving for Africa.
Sixth Class	Made paper from scratch using a paper-making kit and recycled paper. They designed posters reminding people to turn off light switches around the school. Planet Aqua Pack was a useful resource in studying water. They attended workshops on sustainability at Irish Aid Centre.

Our school decided to create a DVD to give the children an opportunity to show all they have learned while taking part in the Challenge to Change Project. Each class was given the opportunity to speak on camcorder about what they had done in class, in the school and at home.

COMMENTS FROM THE PUPILS

"We learned to plug out the things we are not using anymore. We learned that red-eyed monsters are everywhere." First Class

"We set up a perfect town where everyone who lives and works in the town recycles. We learned how to save the planet by recycling." Second Class

"We decided to recycle our paper to make some colourful jewellery." Third Class

WHAT WORKED WELL

We felt that we made a great effort as a whole school to become involved in the project and every class worked hard at their own level. However, we gave ourselves a lot to do and found it hard to cover everything to the same standard. On reflection, we should have had a more focused area to explore e.g. Energy, or divide up the three areas between classes so that they could study at a more in-depth level. We have involved the parents more in the activities and in raising awareness. The whole school really embraced the idea of energy awareness and so we are looking forward now to applying for our second Green Schools Flag on Energy. We enjoyed planting lots of fruit and vegetables and every class was very enthusiastic about joining in and using our homemade compost and fertilisers.

LINKAGES

- Bóthar - we bought a camel, goats, chickens and bees for poor communities in Africa
- Sustainable Energy Ireland (SEI) - Energy awareness workshops for Senior Infants and First Class in school and a visit by Sixth Class to their workshops and SEI books and experiments
- 'Build a House' project for poor communities in Zambia - children donated money to buy a 'brick'.

CONCLUSION

Everyone in the school became very energy aware and it is clearly seen throughout the day in classrooms and in the yard, with children and adults recycling more, turning off lights and appliances when finished and telling their parents everything they have learned. There has also been a huge increase in garden usage, with classes outside every week working on their plot or using the space as an outdoor classroom and enjoying it much more. We see parents visiting the garden before and after school with the children who are excited to show off their hard work. The children have also become very much aware of how much water we waste in Ireland, compared to communities who have no water or have to ration water.

Co-ordinator: Karen McKeivitt

FAIRTRADE FOR FETHARD

NANO NAGLE PRIMARY SCHOOL FETHARD

MY FAIR TRADE POEM

Please help fair trade,
By buying products that they made.

They really need your help you see,
So buy their products like coffee and tea.

They are really nice for all I know,
So help fair trade give it a go.

Aisling Gorey

FAIRTRADE



GOALS AND AIMS

- To educate ourselves about Fairtrade
- To raise awareness of Fairtrade in our school and community
- To organise events to highlight Fairtrade
- To become more aware of the consequences of our actions in regard to justice and equality

TARGET GROUP

Sixth Class with help from Fifth Class and cooperation from the whole school

LINKS

- Tipperary Institute
- Fairtrade Thurles
- All schools in the town
- Good Shepherd Sisters Waterford
- Kinsale Distribution
- Oxfam
- Amnesty International
- Fairtrade Mark Ireland
- Irish Aid
- Local links - Marianne Shortall, Joe Kenny (photos, website)
- Kenny's Centra, Fethard (sponsored our bananas for Go Bananas as well as stocking a lot of Fairtrade products).

FAIR TRADE
Friends in Nicaragua.
All of us helpful to you.
Ireland is listening to your words.
Right now with our ears.
Trying to look for fairtrade products
Reach out with our hands with money,
And support Nicaragua.
Doing fairtrade shopping for lent.
Every little helps.
By Katie Ryan



Trade Fairly in Fethard on Tuesday next February 24



Pupils from Nano Nagle Primary School Fethard photographed with some of the 'Sharing Fair' products which will be available for sale at their 'Challenge to Change' sale of fair trade goods in the school on Tuesday 24th February at 7pm. L to R: Anastasia Blake, Jane Morrissey, Aileen Butler, Niamh Shanahan and Katie Butler.

Nano Nagle National School Fethard will host a sale of Third World Goods on Tuesday 24th February at 7pm in the school. The products for sale will include jewellery, t-shirts, table linen, quilts, toys, scarves, bags and purses all supplied by 'Sharing Fair' and 'Fairtrade' foodstuffs (tea, coffee, juices, rice, chocolate nuts etc.) which will be supplied by Kinsale Distributors and The Honey Pot, Clonmel.

'Sharing Fair' is a project of the Sisters of the Good Shepherd which markets items made by women in developing countries whose circumstances have brought them in contact with the sisters. One hundred percent of the proceeds is returned to the women and girls in the form of new orders, providing them with hope, dignity and sustainability.

"The experience of globalisation for some of the world's most vulnerable

people has been increasing income inequality, job losses and environmental damage. 'Fairtrade' pays producers a fair price for goods, giving consumers the opportunity to help redress the imbalance between rich and poor and help break the poverty cycle. It has experienced increasing success in the past ten years."

We ask you to please come along and lend your support at 7pm in the school on Tuesday 24th February.

The Nationalist 21.02.2009

ACTIONS

- Introductory talk by **Catherine Corcoran, Tipperary Institute and Fairtrade Thurles**
- Preparing and presenting hampers to three local schools
- Research on internet/books/library
- Competitions - posters/bookmarks/poems for each class - at least twenty prizes of chocolate. Work displayed at **Fairtrade Sale**
- Contacted **Fairtrade Mark Ireland, Kinsale Distribution, Amnesty International**. Each of these sent us information and leaflets.
- Went to Thurles to hear **John Nuwagaba, Fairtrade Co-operative Manager** from Uganda
- Took part in **Go Bananas** and 137 children ate bananas
- **Fairtrade/Sharing Fair Sale - 14th February**
- **Cake-Bake** for sale (biscuits to be served with tea)
- Articles and photos in local newspaper and website
- Large window display in centre of town to advertise sale. A local woman, Marianne Shortall, did this display (6 ft x 4 ft approx.) for us.
- Visit to **Irish Aid** on 8th June
- Presented project to other classes and local secondary school
- Distributed cards to local shops requesting them to stock Fairtrade

POSITIVE IMPACT

There was definitely an awareness of and support for our project in the town. There was great support for our sale and we had lots of coverage on local newspapers and websites. **The local Community Council passed a motion to make Fethard a Fairtrade town and we would hope to support this effort longterm in our school.** Pupils in our school and their parents are much more aware of Fairtrade and the importance of supporting it.

CONCLUSION

We really loved doing this project. It gave us lots of scope for events and community-based efforts. We found it to be a very practical, hands-on type of project. It will have a lasting effect on us by making us aware of how we spend our money and whom we are supporting. We learned that the world is a very unfair place and that we must try to change it, even in little ways.

We came across this quotation during our research and we liked it -

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it is the only thing that ever has." Margaret Mead, anthropologist

QUOTES

"I loved 14th May better than any other school day. We arrived at Kilkenny at 9.30 a.m. and from then on it was brilliant. The show at the start I thought was excellent and also looking at all the other schools' stalls. The food at lunchtime was lovely and we got to chat to our friends. My highlight of the day was the workshops. I picked child labour and the kite making was a good idea. I thought our teacher Lizzie was a lovely woman and she also gave us lovely gifts and information to take home. After we collected our certificate it was time to go. I really didn't want to and neither did any of my class. It wasn't anything like I expected ... it was even better. It was so good I wish we could do it all again next year." Clodagh, Sixth Class



Ms Denise Meehan, Niamh O'Meara, Molly Proudfoot, Ms Lorraine De Lacey, Hanna Tobin and Ms Rita Kenny.



Mary Butler, Alice Butler, Fr. Tom Breen P.P., Mary Shanahan and Lucy Butler.



Marianne Shortall (left) looking at some of the 'Trade Fairly' goods on sale from Mary Walsh at the Nano Nagle 'Challenge to Change' sale at the school. Marianne also coordinated a beautiful shop window display of Fairtrade goods on Fethard's Main Street to highlight the availability of Fairtrade products in our local shops.



Katie Butler, Shannon Dorney, Kelly Keating, Jessie McCarthy, Emma Keating and Chloe Burke.

"On 6th and 7th March our school took part in Go Bananas. 137 children took part in this exciting event. The most exciting thing about this day was that all 137 children ate a banana each. It was lovely to see all their faces light up with excitement. This day was amazing. Kenny's Centra kindly sponsored 200 bananas. I loved this day." Kelly

The Nationalist 07.03.2009

Co-ordinator: Rita Kenny

ALL DIFFERENT ALL EQUAL

ROCKFORD MANOR SECONDARY SCHOOL BLACKROCK



This year our Challenge to Change Project has been brought to another level in Rockford Manor Secondary School. In the past the Transition Year students have co-ordinated the project and have taken on the responsibility of creating awareness of the theme chosen for the project to the school community. This year our chosen theme of Interculturalism has been taken on by both the **Transition Years** and the **Leaving Certificate Applied Class (LCA)**. It is also interesting to note that this was the first time that a Transition Year/LCA group had participated in the project.

This year we called the project 'All Different All Equal' as we felt this very much represented our multicultural school community.

AIMS AND OBJECTIVES

- To enable students to enjoy the diversity that is the human race and consequently to promote inclusiveness, tolerance and acceptance of such diversity
- To understand, appreciate and celebrate multicultural diversity and richness within our school
- To adopt a whole-school approach aimed at increasing an appreciation of cultural diversity and richness particularly through various school activities and celebrations and through many other activities in the classroom
- To assist foreign national students and their families as they settle into our school
- To allow our students to become actively involved in the music, poetry, dance, art and foods of these countries
- To discuss and challenge stereotyping and prejudice which exist in our Irish society today

ACTIONS

- The Transition Year students got the opportunity to experience life on the other side of the desk through **peer teaching** of our First Year students on the topic of interculturalism. This task was divided into 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 and playing an intercultural game called the Walk of Life which raised issues such as racism and discrimination. The second group held a **computer table quiz** with the First Years; here First Years had to answer a set of questions based on each of the countries represented in our school.
- For our **Multicultural School Display** on school corridor; Transition Year students completed a survey on the number of countries represented in our school. Each student was then given a country or world religion to research and illustrated their findings on the school corridors.
- On December 11th the LCA class invited all the international students to the Home Economics kitchen for a coffee morning and to begin a **Buddy System** with the girls. Each LCA student took 2 or 3 students from different countries and got to know them using a questionnaire as a guide for questions on their culture,
- On December 23rd during the school carol service, the LCA students presented each international student with a Christmas tree bauble 'Happy Christmas' as Gaeilge! The

international student replied using his or her own language.

- On January 20th the LCA class took the international students bowling in Stillorgan. They particularly had great fun with Korean students who had never bowled before!
- The **Students Council** have discussed and completed a questionnaire and diagnostic window based on the many ways that we are creating an intercultural environment in our school, its strengths and weaknesses and suggestions for the future.



- The multicultural diversity of food was celebrated through a **Multicultural Food Hall** organised by Transition Year students in the Sports Hall on February 24th. An **International Variety Show** organised by the LCA Class, where a number of our International students and Irish students acted, danced or sang, followed this.
- On March 18th the Transition Year students brought the international students to **Comhaltas at Culturlann na hEireann**. Here all students listened to talks about Irish music and dance and got involved in traditional Irish music and dance.

- **International Day Against Racism March 21st** - in Religion Class Transition Years went to the computer room and went onto the stop discrimination website www.stop-discrimination.info Here

they completed many different activities. They participated in sending E-Cards containing various intercultural awareness messages to their friends and family members.

CONCLUSION

Interculturalism is a huge area. We learned that there really is no end to the intercultural activities that we could have involved ourselves in. Indeed we are all different but more so we should be all equal. Consequently we must understand and appreciate the diversity and richness of our school community. We hope to continue:

- Promoting inclusiveness, tolerance and acceptance of difference through creative ways of facilitating cultural dialogue and integration. It has been suggested that the Student Council take this up.
- Assisting foreign national students and their families as they settle into our school.
- Celebrating World Religions.
- Becoming more familiar with the reasons why so many people are forced to leave their countries.
- Challenging stereotyping and prejudice about people from other cultures and nationalities.



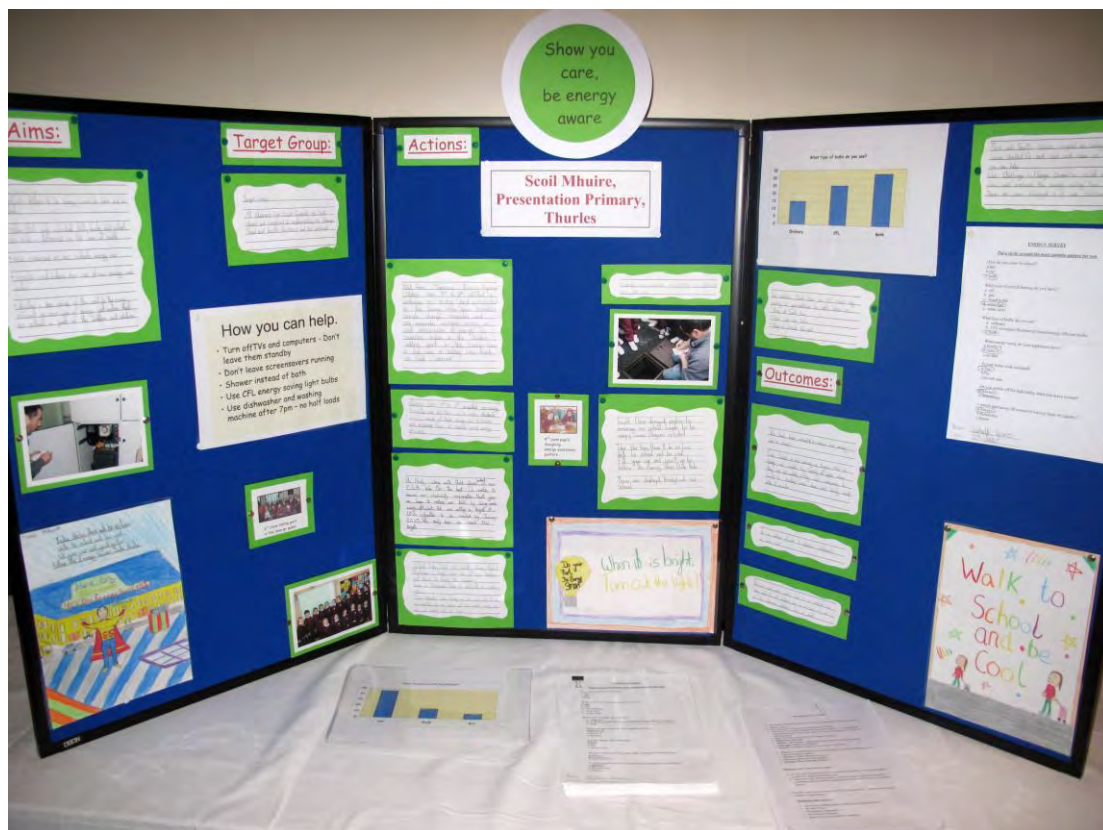
One Student's Comment

"It is very important that we learn about these countries so that we can share a friendship with our international students and show mutual respect towards each other".

Co-ordinators: Nicola Honan, Sandra Joyce

OUR ENERGY AWARE SCHOOL

SCOIL MUIRE THURLES



We decided to address **Energy Awareness in our school and community** as part of our Challenge to Change project. We linked the project with our target of achieving our second Green Flag. The project was co-ordinated by Louise Healy and Geraldine Breen with a steering committee of children from Third and Fourth Classes.

AIMS

- To motivate children to be energy aware at home and in school
- To realise that each individual child, family and school can make a difference in the care of the earth
- To raise awareness of our school's energy use
- To monitor and reduce our use of energy
- To develop a keen sense of the need to be more efficient in our use of energy and realise that our school is part of the problem and the solution
- To achieve our second Green Flag

TARGET GROUP

All classes from Junior Infants to Sixth Class were involved in implementing the change. Third and Fourth Classes led the project.

ACTIVITIES

On 16th December we had a visit from **Tipperary Energy Agency**. Children from Third to Sixth Classes attended a workshop on energy and participated in the **Energy Game**. Topics included climate change, renewable and non-renewable energy, energy use and conservation of energy. The sessions ended in the children taking part in the Energy Game, a fun way of testing how much we had learned! Ann really motivated the students and outlined simple and effective ways to reduce our energy use in school.

Fourth Class designed some posters which were displayed around our school to encourage others to be aware of our energy use and ways of conserving energy.

Slogans included

Take the Bus - there'll be no fuss
Walk to school and be cool
Fill your car and you'll go far
Follow the Energy Saver Dude Rule



Ms Healy, along with Third Class, looked at our E.S.B. bills for the last 12 months to assess our electricity consumption. Next year we hope to reduce our bills by being more energy efficient. **We are setting a target of a 10% reduction by January 2010.**



and encourage them to become more energy efficient.

Kieran, our caretaker, monitored our fuel and water consumption since September in an effort to establish our current usage so that we could set targets to reduce our energy use.

Classes from Third to Sixth completed an **Energy Survey**. The aim of this was to make students aware of their energy use at home

Co-ordinators: Louise Healy, Geraldine Breen

HOMELESSNESS

SACRED HEART PRIMARY SCHOOL PORTLAOISE



For our project we looked at homelessness in Ireland and global homelessness.

AIMS

- To raise awareness of homelessness
- To develop a better understanding of the causes of homelessness
- To research the different aspects of homelessness such as the causes and effects, types of homelessness and agencies involved in helping people who are out of home
- To create a film on the theme of homelessness
- To engage in creative and factual writing based on the theme of homelessness
- To engage in visual arts activities based on homelessness

TARGET GROUP

All the Sixth Class girls participated in the project.

ACTIONS UNDERTAKEN

- We carried out **research** on homelessness in Ireland and global homelessness
- We **interviewed** our parents about their childhood homes and their memories of home. **We wrote their stories.**
- We wrote stories about our own homes and wrote about our own favourite memories
- We invited speakers from different agencies to visit the school to talk to us about the work being carried out. **Jennifer O'Gorman** from **GOAL**, **Jean** and **Kevin** from **Midlands Simon Community** and **Tony Kilkenny** from **Dublin Simon Community** all visited the school and spoke to us.

- We visited other classes with our project and shared with them some of the things we had learned about homelessness. We told them about the causes and effects of homelessness and the different types of homelessness. We read some of our stories and poems to the other classes.
- We carried out fundraising activities in the school. We held a **cake sale** in aid of GOAL. We raised €441.60.
- We participated in the **Trócaire Lenten campaign** and all of the children in the school contributed. We held a prayer service, a cake sale and weekly collections. In total we raised €1,373. 45.
- We made **posters** about homelessness
- We **painted pictures** depicting our own images of homelessness
- We composed **poetry**

OUTCOMES OF THE PROJECT

- We learned to appreciate the meaning of homelessness and developed a better understanding of the causes of homelessness
- We worked well in groups and as a team
- We helped those who are homeless by fundraising for GOAL and Trócaire
- We discussed how, when we are older, we could become volunteers
- We are all aware now of homelessness. We became aware of media reports on natural disasters, wars and famine.



COMMENTS

"This project on homelessness has made me appreciate having a home and a bed to sleep in at night."

"I loved presenting the project and telling people all about homelessness. I would love to do another Challenge to Change project in the future."

"I learned how serious homelessness is and how it affects people in different ways. Maybe when I'm older I'll become a volunteer."

"I now look at homelessness in a different way."

"I learned that being homeless doesn't just mean sleeping on the street. It could mean staying with friends or family because you don't have anywhere else to go. I also learned that there is help for homeless people. There are different organisations such as Goal, Bóthar, Concern, Trócaire. I learned that homelessness can also be caused by natural disasters like drought, hurricanes, floods or maybe war ... When I am a bit older I would like to go around at night to all the homeless people and give them soup and sandwiches too."



"I learned a lot from our project on homelessness. I never know what soup runs were. I learned that anyone can become homeless even me! I learned the three different types of homelessness: hidden homeless; visible homeless and at risk of homeless. I enjoyed researching on the internet, reading books and listening out for any homeless news on the television. I never really knew what hostels were. I never heard of Goal, Simon Community or Trust. I did know what Concern, Trócaire and Bóthar were but now I know more about them. I know that some homeless people don't look homeless – they could be living with friends (this is called hidden homeless). I learned the true meaning of homelessness. In the future I will donate some of my clothes to St. Vincent de Paul and other homeless agencies. I will also think twice the next time I see a homeless person and I might help them if they want it."

Co-ordinator: Lily Griffin

GOING GREEN! OUR SCHOOL GARDEN

PRESENTATION PRIMARY SCHOOL WATERFORD



This year as we considered our project for Challenge to Change we decided to pick something environmental. We got our first Green Flag two years ago and we are working on our energy flag. So an **environmental project** seemed very appropriate. The convent next door had been sold and was being redeveloped. The grounds had been a haven for wildlife and the school had used them for nature walks but now these were no longer available. To provide a refuge for the displaced wildlife and to provide an ongoing resource for classes a garden seemed the answer.

Our Vision for Sustainability

We had been planning to have a garden in the school for some time. The garden would eventually be an **orchard underplanted with wildflowers and bulbs**. There would be **raised beds** where the pupils can grow **vegetables**. We wanted to be as organic and as green as possible. We would have a **compost heap** and **water barrels** to hold rainwater. We also wanted to encourage wildlife to our grounds so we would include birdfeeders and a birdbath and later on add nesting boxes. We would also include seating. The area we picked was partially shaded and contained a lot of builder's rubble but we did not have much choice, as the grounds are not huge.

The area we picked for the garden was not ideal as it was in shade for part of the day but we did not want to use our one area of open ground which is used for P.E. and sports.

The area is in two sections and the plan was to turn one area into an orchard and use the other, slightly sunnier area for vegetable growing and as a wildlife haven. With the help of Mr. O'Regan, our caretaker, we planted six trees - four apple trees, a cherry tree and a plum tree. These were not expensive as we bought them in Lidl and Aldi and should not grow much beyond three metres in height. We underplanted them with dwarf bulbs and spring anemones. These looked wonderful in spring in spite of the

bad weather. We also seeded the area with wildflower seeds which as yet have made a poor show. But we hope for improvement.

The other section has been very successful. We planted two trees to attract wildlife - a rowan and crab apple. The rowan was planted in memory of one of our pupils, little Sarah Collins, who died suddenly. Her death was a great shock to the whole school. We invited her family to the dedication ceremony. The tree is labelled "Sarah's Tree" and the girls in her class like to visit it. When we planned the garden we had no thought of using it as a memorial site but it has proved a great comfort to her classmates and her family.



We put up a birdbath and a bird table and hung feeders from the holly tree. The birds were not very co-operative at first. They ate the food when we had gone home. Little by little they became braver. Now they feed right in front of us. One of the Fifth Classes is engaged in a bird watch project. They look out the window for five minutes every hour and record what birds they see. The total is growing rapidly.

Again with Mr. O'Regan's help, we built a raised bed. Different classes planted beetroot, lettuce, carrots, potatoes and onion sets. But the weather was not with us. We waited and waited and eventually the plants started to grow. We bought a mini-greenhouse to protect our seedlings from frost. We also participated in the *Incredible Edibles* project. Here is a report written by the girls themselves.



On the 26th of February a big box arrived to our school. It was full of seeds, plants, compost and pots. We were all extremely excited about it all. We started off by putting the potato to sprout in an eggcup. Then we planted our lettuce, cabbage, scallions and strawberries. We can't wait to eat them when they grow.

After planting, our vegetables need to be taken care of. Everything needs to be watered but the rain helps with that. This year the compost for our cabbage did not contain enough lime which was a problem because without it, the leaves on our cabbage got yellow and droopy. We found out that chalk contains calcium. When we put chalk dust on the cabbage it helped. Our potatoes also need a lot of work because every time they get tall they need to be earthed-up. When you earth-up potatoes they can grow more roots which means more potatoes. This year the weather was cold which is making our plants grow more slowly than usual. It is only recently our vegetables started growing properly and we can't wait for the harvest.

When the Fifth Class girls are asked what they would like to do they say "the garden". They say that because it is fun and entertaining and it is different to your ordinary school day. Gardening in school is great. We get to dig and get dirty fingers. It is exciting and we have learned a great deal.

Michelle, Lauren and Nicola



The girls have learned a lot from the garden. They learned patience, perseverance and the joy of real physical work. They also learned that you can do everything right but forces beyond your control can intervene. The cold spring really slowed growth. Next year we have plans to add a butterfly garden and nest boxes to encourage biodiversity.

The girls talk of their trip to the Challenge to Change Seminar in Kilkenny

"I learned a lot of things about Indian culture that I never knew before. I would love to do Indian culture again and learn more about how they live."

"There were lots of positive comments about our stand. This made me proud of my work."

"It was a great experience. It was an honour to represent our school in Kilkenny. I really enjoyed it. I did the Indian culture workshop and it was good. We did a dance on stage. I like the way it formed together and I would love to do it again."

"The workshop I went to was child labour. I learned that children may sometimes have to work if their parents are in debt. I felt so fortunate to have an education."

"It was a very enjoyable day seeing all the projects on different subjects. It was impressive how many Presentation schools there are."

Co-ordinator: Catherine Kinsella

CHANGE THE LIGHTS FROM GREEN TO RED

ST. JOSEPH'S COLLEGE LUCAN



AIMS

- To raise awareness about the issue of human trafficking.
- To investigate the issue ourselves and then share our learnings with others in the school

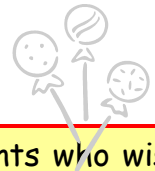
We hoped by the end of the project people would know that trafficking is a huge problem across the globe - **people are trafficked across borders at the rate of one person every minute**. To start our project we first made contact with various interested organisations including **Ruhama, Cois Tine, Connectworld** and the **Salvation Army**. These groups directed us where to go to find the most up-to-date information, facts and figures. The Salvation Army were particularly helpful, providing us with a huge amount of resources including posters, stickers, a CD RoM full of class plans, movie clips and very informative facts.

Using this information and our own internet research each member of the class worked on producing **posters** which focused on all aspects of trafficking including trafficking in the sex, labour, chocolate and camel jockey industries.



The class also viewed the movie **Taken**. While a lot of this movie is very much a Hollywood action adventure it was still quite shocking for the girls to see how easily people can be tricked into a trafficking situation. They got a clear picture of just how the business works and how lucrative it can be. While a documentary would be better, this movie did have a huge impact on the girls. After this the class split into groups to organise activities for the rest of the school - **class plans**, including a **quiz** on chocolate, a **wordsearch** and a **short presentation** was planned for the junior classes. A **narrated play** was written for senior students and an **oral presentation** and quiz were prepared. We wanted to present this to the classes in a way that would show them how easily we can be tricked.

A STORY OF LOLLIPOPS AND EXPLOITATION UNMASKED



A very "unorthodox" announcement was made inviting all students who wished to miss class and receive free chocolate and lollipops to make their way to the assembly hall. As you can imagine a huge queue had formed within minutes. As students entered they were issued with red and green lollipops to highlight the title of our project and a quiz. All of our posters were displayed around the room and the students had to make their way around retrieving the answers. There was a prize of a hamper full of fair-trade products for the winner. This ensured that everybody left with some facts and figures and general knowledge on trafficking. After this then we had the narrated roleplay. This was very effective in portraying the issue. During the play the two girls being trafficked wore white masks rendering them faceless as such. At the end, however, they removed the masks and recited a very powerful poem entitled "I am a person". This definitely had the desired effect on the audience. Finally, a speech was given where again basic facts and figures were given on all elements of trafficking and an appeal was made for the use of Fairtrade products. To further encourage this a sample of fair-trade chocolate was given to all students present. All in all this proved to be an excellent afternoon.

STUDENTS' COMMENTS

"It was shocking to see how easily you can be tricked into trafficking. I would now be a lot more aware of my surroundings and be more cautious."

"I think we should challenge governments to get together and find a way to stop this problem."

"I think it is great we have learned about this huge issue and have informed others too."

Overall the project went really well and I think the class benefited greatly. They and the whole-school community now have a hugely increased awareness of this issue.



Co-ordinator: Ciara Whelan

A WORD FROM THE EDUCATION OFFICE

This year marks the 225th anniversary of the death of **Nano Nagle**. While we are living in a very different age, many of the challenges that Nano encountered are still with us. It is particularly fitting in this **Jubilee Year** that Primary and Post-Primary Schools in the Presentation network throughout the country have engaged in a proactive way with issues of justice, human rights and sustainability.



As we experience one of the deepest depressions of our time, we are all too aware of the impact of growing unemployment, cut-backs and hardship. However, the recession is not hitting everyone equally. The most vulnerable and the poorest people in our world have taken the biggest hit. We watch as parts of Africa and Asia slide helplessly towards famine largely due to global warming and unjust regimes and systems.

Our young people are becoming increasingly aware of this injustice and of the looming consequences of climate change. 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.

Finally, a warm thank you to all our students, teachers, co-ordinators, Principals, parents and all associated with the many projects for their active involvement and participation. While this booklet could not adequately capture the dedication and hard work of all involved we hope it goes some way towards acknowledging your generous commitment. Finally, we thank our funders, Irish Aid, Department of Foreign Affairs and Presentation Trustees. We look forward to making a difference for the seventh successive year with **Challenge to Change 2009-2010**.

Liam and Margaret Mary

MILLENNIUM DEVELOPMENT GOALS

*Combat HIV /
AIDS, malaria
and other diseases*

*Eradicate
extreme hunger
and
poverty*

*Improve
maternal
health*

*Promote gender
equality and
empower women*

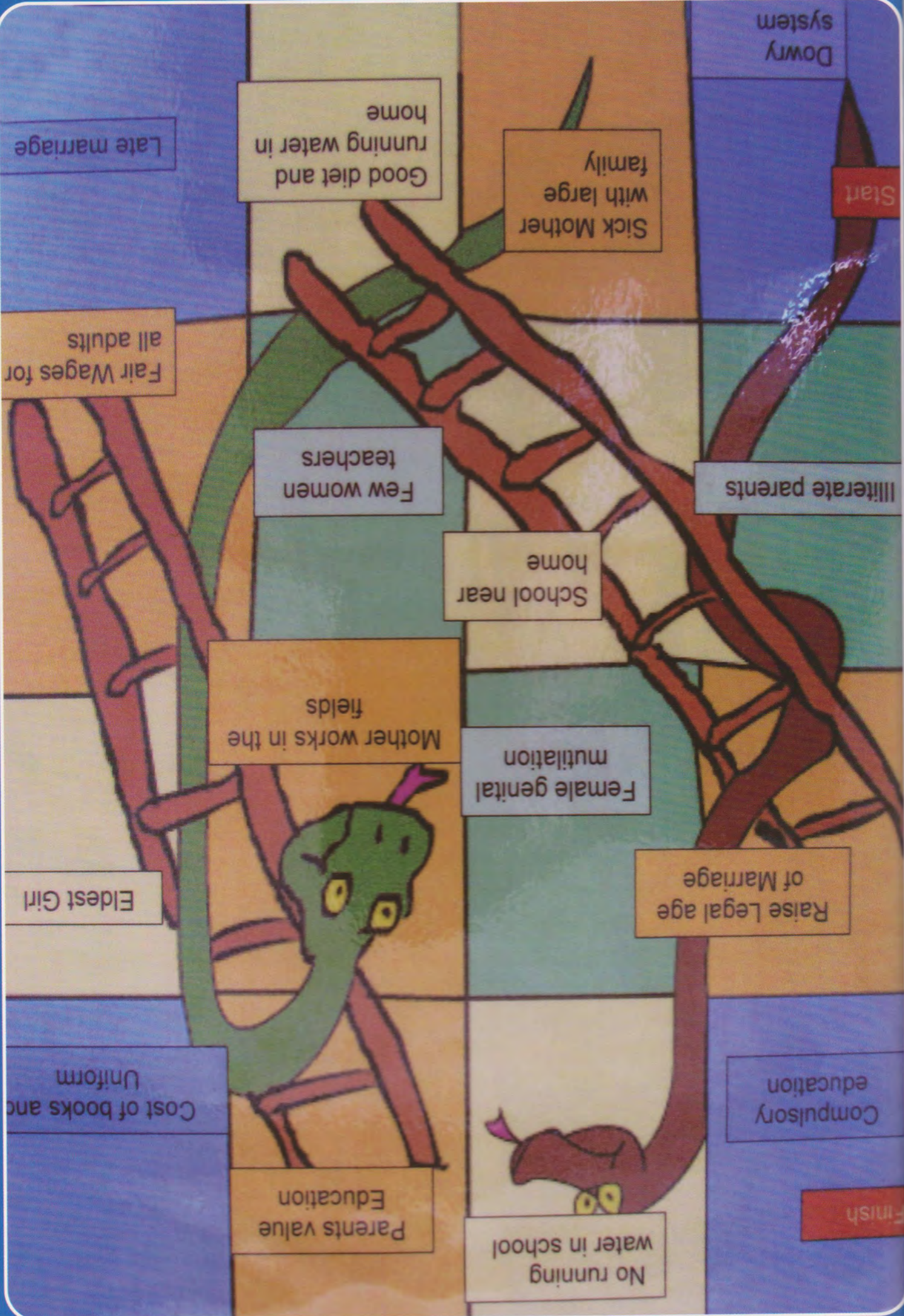
*Achieve universal
primary
education*

*Reduce
child
mortality*

*Develop a global
partnership for
development*

*Ensure
environmental
sustainability*

...2015



Dowry system

Start

Sick Mother with large family

Good diet and running water in home

Late marriage

Fair Wages for all adults

Illiterate parents

School near home

Few women teachers

Mother works in the fields

Female genital mutilation

Raise Legal age of Marriage

Eldest Girl

Compulsory education

Cost of books and Uniform


Parents value Education

No running water in school

Finish




Reduce Child Mortality



- In 43 developing countries more than 1 in 10 children die at birth. Compared to 1 in 10 in developed countries.
- Mothers could save half a million deaths in 2000. Vaccinations would have prevented many of them.
- 70% of deaths before age five are caused by disease or a combination of hunger and disease that could have been prevented.

8. DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT



In Our World Today
 Developed countries have pledged to give 0.7% of their national income to aid the rest of the world by 2015, instead of the 0.22% that they have given so far.
 For many years, only 141 million people got out of poverty by 2015.
 What Has Happened?
 Our class learned about the book and we did an advertisement campaign in our school. We also learned that many of our best ideas are from the people who live in the poorest countries.



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Presentation Education Office gratefully acknowledges the project funding provided by Irish Aid, Development Education Unit, Department of Foreign Affairs and by Presentation Trustees.



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FAIR TRADE

Friends in Nicaragua.
 All of us helpful to you.
 Ireland is listening to your words.
 Right now with our ears.
 Trying to looking for fairtrade products
 Reach out with our hands with money,
 And support Nicaragua.
 Doing fairtrade shopping for Lent.
 Evry little helps.

By Katie Ryan.