



# CHALLENGE TO CHANGE



A DEVELOPMENT EDUCATION PROJECT IN PRESENTATION SCHOOLS  
2009 - 2010



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# NO HOMEWORK - JUST HARD WORK

## SCOIL ÁINE CLONDALKIN



This year in our Challenge to Change project we explored the topic of child labour.

### AIMS

- To learn what child labour means
- To learn where and why child labour happens
- To experience what it would be like to have to work as a child
- To appreciate how lucky we are to be able to go to school

### TARGET GROUP

Third to Sixth classes with support from the whole school community

### ACTIONS UNDERTAKEN

- Every class from Third to Sixth learned about a country where child labour takes place. They learned about children in Peru and India who have to work on the streets or in factories to help to provide for their family. The classes made booklets about the countries which were put on display in the school.
- Girls from Third to Fifth Classes performed the play **The Little Match Girl** before the Christmas holidays and raised €100 which was donated to **Trócaire**
- The girls played Santa by bringing in, wrapping and sending presents to a Primary School in Slovakia.



- Fourth, Fifth and Sixth Classes paid a visit to the **Irish Aid Centre** in Dublin. Here they took part in a workshop where **they learned about Memory, an 18 year old girl from a tiny village in Africa**. The girls learned that Memory's day was much longer than their day and that she had to do many chores before and after school. After seeing the video, they all agreed that they were very lucky.
- A lady from **Concern** came to talk about Child Labour. She spoke to us about where child labour is happening and how we can help to stop it.

### **SWAPPING SCHOOL WORK FOR HARD WORK!**

One morning all four classes were brought to the school hall and instructed to begin making dream catchers and bracelets. The classes were split up and talking was forbidden. The work was hard and it wasn't long before the girls began to ask when they would be finished.



### **OUTCOMES**

Everyone who took part in our Challenge to Change project this year developed a new appreciation of being able to go to school and they realised how lucky they are to live in a country where they do not have to work. The children showed great empathy for children in other countries where child labour takes place and were eager to find ways to help. As a group we are now aware of where our purchases come from, what they cost and who made them. The children undertook their individual projects with great enthusiasm and worked hard all year long to raise awareness about child labour.

### **COMMENTS FROM STUDENTS**

*"This morning I didn't want to come to school but then I remembered how lucky I am to be going to school. I reminded myself that there are millions of children around the world who don't get the chance to go to school."* Megan, 5<sup>th</sup> Class

*"After our Child Labour Day I was very tired, my legs and back were sore. I was glad we helped children who work in child labour by raising money for them."* Shauna, 3<sup>rd</sup> Class

*"The Little Matchstick Girls demonstrated child labour. It makes me sad to think of children working. We should help them. Every child deserves to go to school - it's not fair."* Erin, 5<sup>th</sup> Class

## LINKAGES

Concern

Irish Aid

Child Labour Relief

## CONCLUSION

This project held a wealth of opportunities for lessons and for getting all of the children involved in a hands-on way. The children really enjoyed being involved in this project and the topic was one which the children could relate to easily. They are now more aware of other children around the world who do not get the same opportunities they do. It has made all of the children realise how lucky they are to go to school.

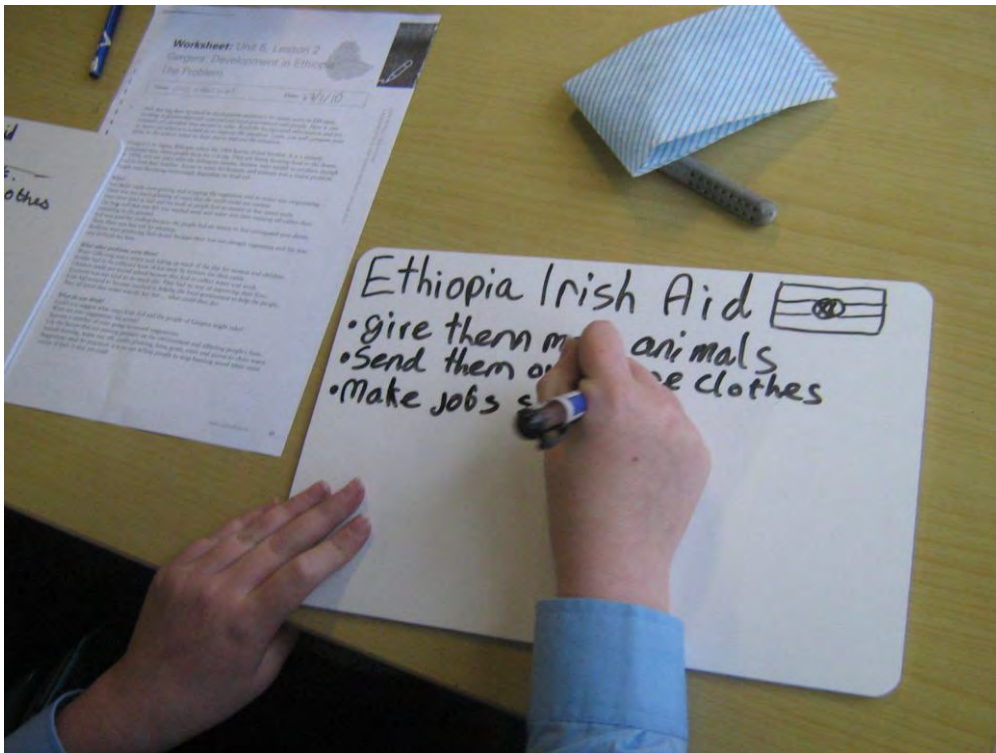
This project gave the children the opportunity to take responsibility for helping others. The children did this by sending presents to **Nano Nagle Centre Slovakia** and by making dream catchers and bracelets to raise money for Child Labour Relief. The children have also become very aware of **Fairtrade**.

This project has also raised the children's awareness of children's rights.



*Co-ordinators: Michelle Prendergast, Nicola Regan*

# ETHIOPIA - FROM FAMINE TO FAIRTRADE SCOIL MHUIRE LUCAN



Our project aimed to explore the concepts of Famine and Fairtrade in the context of Ethiopia.

## TARGET GROUP

Our Fifth Class pupils took part in the project. They shared their findings with the other pupils and staff in our school through the use of display boards, posters and presentations.

## OUTLINE OF WORK UNDERTAKEN

- We completed research relating to Ethiopia. We presented our projects to one another and displayed them in our school hall.
- We researched the **Irish Famine** of 1845 and the **Ethiopian Famine** of 1984. We discussed the similarities and differences between these two events. We learned **The Fields of Athenry** relating to the Irish Famine and we learned the Band Aid song **Feed the World** which was used as a fundraising single to raise money for the Ethiopian Famine victims.
- **Famine Headlines** - we imagined we were reporters during the Irish Famine or the Ethiopian Famine. We composed headlines which may have appeared in the newspapers at the time.



- We created pencil sketches of scenes from the Irish Famine. We read **Under the Hawthorn Tree** which tells the story of three young children living during famine times in Ireland. We completed projects on some aspects of the Ethiopian and Irish Famines.
- We worked in groups to discuss ways in which charity organisations could help create longterm development projects in **Ethiopian communities**. We created images of these projects using staple foods such as seeds, grains and pulses. We created headlines which could appear in local papers to promote these development projects.
- We took part in **Fairtrade Fortnight** from the 22<sup>nd</sup> February to the 4<sup>th</sup> March. During this time we visited the Fairtrade website to research the topic. We wrote to **Fairtrade Ireland** for information. They sent us balloons, posters, bunting, leaflets and stickers to help us promote Fairtrade products in our school.
- We purchased Fairtrade products and in groups made presentations to the other classes about how they could participate in Fairtrade Fortnight. We asked the other pupils to encourage their parents to buy more Fairtrade products in their weekly shopping.
- At the end of the project we had a **Fairtrade Tea Morning**. We drank Fairtrade tea and ate Fairtrade chocolate.
- We really enjoyed participating in the sharing day for the Challenge to Change project in Kilkenny in May. We spoke about our own project and were very interested to see what a wide variety of interesting topics were covered by the other schools participating in the project.



### COMMENTS FROM THE PUPILS

**"We learned that it is better to set up farms in Ethiopia than just sending money. In this way, people in Ethiopia will become independent instead of relying on us all the time. "** Aoife, 5<sup>th</sup> Class

***"We learned the reasons for the famine and we learned why Fairtrade is important for the developing world. This changed my ideas about Ethiopia and other places."*** Kashaf, 5<sup>th</sup> Class

"I learned that you need to help the people develop a sustainable lifestyle and not depend on emergency food and aid. I have now seen what some families experience and I am now going to help change that." Catherine, 5<sup>th</sup> Class

"I learned what people have to go through to give us chocolate and coffee. I have changed from eating normal chocolate to fairtrade chocolate. I also changed by hot chocolate to fairtrade as well." Órla, 5<sup>th</sup> Class



Co-ordinators: Jennifer Barry, Neasa Ní Cheallaigh, Petrina O' Grady.

## ***A Challenging Thought ...***

***"In Malawi, 1.6 million smallholder farmers have been able to purchase fertiliser and improved seeds through the Government Farm Input Programme."***

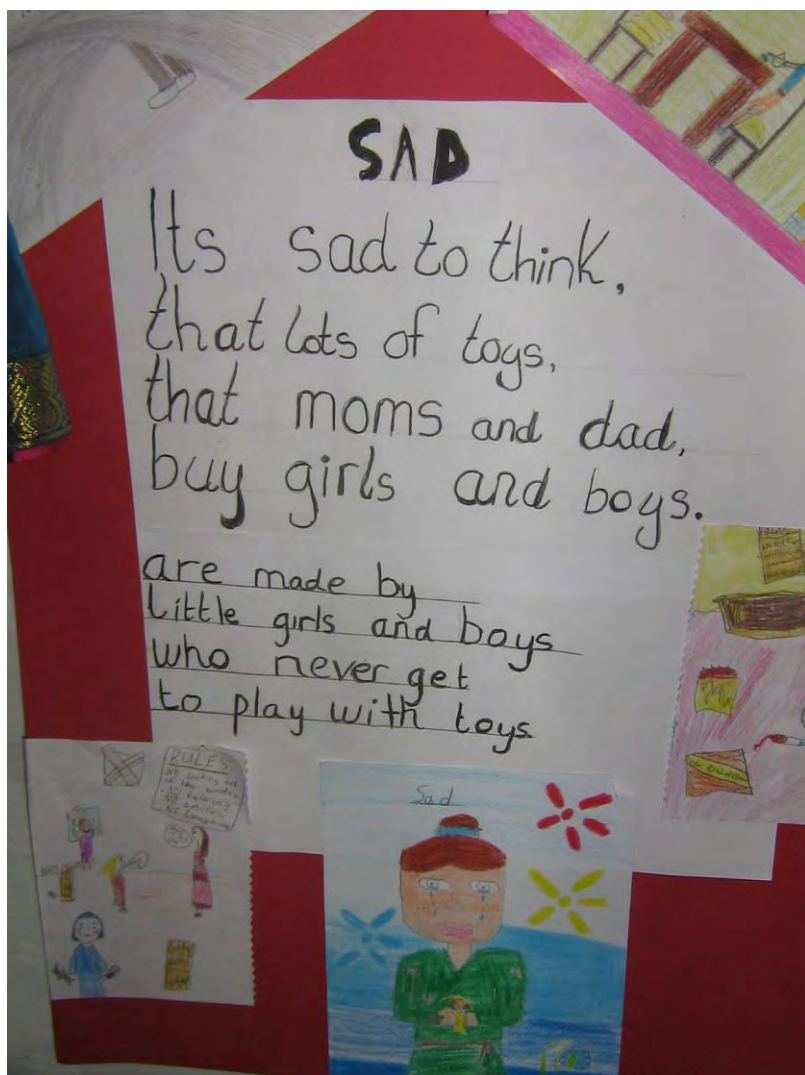
*[Irish Aid Annual Report 2009]*

***... Does this Change your Thinking ... ?***



# WHERE IS SANTA'S WORKSHOP? THE REAL TOY STORY!

## PRESENTATION SECONDARY SCHOOL THURLES



When selecting a topic for our project for Challenge to Change, concern was expressed by some students about the scandal of sweat shop working conditions in the twenty first century. The contrast between the lives of children in the developed world and those in the developing world was discussed. Toys are a significant indication of the over indulgence of western children by their families, brainwashed by marketing strategies. By contrast, the standards of working conditions in factories manufacturing these toys is a significant indication of gross injustice and exploitation of workers, even child workers, by international brand name companies. Child labour is used to ensure maximum profits.

### AIMS

We decided to carry out intensive research to investigate the extent of injustices in toy manufacturing. We were already aware that campaigns to highlight injustice in the manufacturing of clothes and sportswear have been very effective. Big international companies, such as Nike, do not want adverse publicity. Having gathered the facts we then informed our school community about our findings. Every person has to be made aware of the ethical issues involved in buying a souvenir toy in Euro Disney or collecting a little plastic whatnot as part of a McDonald's happy meal. We also aimed to inform major toy importers in Ireland of our concerns. Our research showed that the fate of workers is very much in the hands of western buyers.



## TARGET GROUPS

We decided that our large school community would be our main focus. We hoped that by getting our message across to the teachers and students, they in turn would help spread the message to the wider community. Making contact with toy wholesalers would be another focus of our campaign.

## ACTIONS UNDERTAKEN

We spent a number of weeks researching our project. We found the internet very effective as we could explore the extent of the injustices from articles written in newspapers and magazines. We found reports and very insightful film clips, even using hidden cameras. There was also evidence of the effectiveness of campaigns for the improvement of workers' conditions. **The Real Toy Story**, a book written by Eric Clark an investigative journalist, was most useful in highlighting how corporations spend billions of dollars on research and marketing to maximise their profits. Consumerism in the toy business is anything but child's play.



Before Christmas we presented our findings, using Powerpoint and display boards, in the school hall. We did a simple dramatisation of working conditions in a factory to help spread the message. We also gave classroom presentations to small groups. We wrote to the leading toy importers in Ireland, including Smyths, Ken Blacks, McDonalds, Tesco, and Toys 'R'Us.



We believe that we have been effective in helping others to understand our concerns for the rights of workers. In countries such as India and China, which are at the hub of world manufacturing to-day, many workers have a better life style due to steady employment in factories. We want them to enjoy working conditions in accordance with international labour laws. The unethical buying practices of national and multinational companies must be challenged. They have the power to force

factory owners to comply with the labour laws of their country along with international laws. They can also address some of the more recent unfair buying trends of recessionary times, such as forcing down prices charged by factories for their goods in order to maintain profit levels. Likewise the compression of delivery times is used to ensure reduced storage times. This puts huge pressure on workers to fill orders in a much shorter time frame. This results in more compulsory overtime, without proper compensation, along with stress and other consequences to the health of workers.

## CONCLUSION

We found this project most interesting, if somewhat upsetting. The glamorous images created by companies like Disney, Mattel, McDonalds and Hasbro, along with our own national importers, are in stark contrast to the horrific working conditions still prevalent in toy factories. Work or starve is the only option for migrant workers lured to the cities



in the hope of improving their lives and those of their families. Even though our actions are small scale, we believe that we have made a difference by raising awareness. We will continue to ask the right questions in shops and uphold ethical standards when we are helping Santa with his shopping in the future.



*Co-ordinator: Bridget Jones*

CHALLENGING THOUGHT

# THE REIGN OF THE RAINFOREST

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



Our project concentrates on three main areas: (a) description of the rainforest (layers, location, animals); (b) destruction of the rainforests; (c) how we can help save the rainforests.

### AIMS

To inform pupils of

- the location of rainforests around the world
- the four different strata within the rainforest
- the various animals, birds and insects that live in the rainforest
- what groups of people live in the surroundings of the rainforest
- why rainforests are being destroyed
- the effect the destruction is having on the human and natural world
- how we can help to save the rainforests

### WHAT WE DID

- We made a wall frieze from various materials to depict a rainforest
- We took part in creative writing activities including list poems



- We participated in pair dramas
- We invited a guest speaker to speak to our class

## TARGET GROUP

Third and Fourth Classes

## ACTIONS

- We began our project by having a geography lesson on the rainforest.
- The classes were split up into six groups. Each group had a different area to research. The areas included location, layers, animals, people, destruction and how we can help.
- We researched our topics by looking up rainforest websites and reading many books.
- In our **Art** class, we made a wall frieze of a rainforest where we depicted the tropical trees, animal and insects of the rainforest.
- In **Drama** class we discussed how the tribal people and the animals of the rainforest feel when the loggers were cutting down the rainforest. We then composed our own short dramas where we took on the roles of the above mentioned groups.
- In **Music** class, when we were discussing body percussion, we discovered that we could reproduce the sounds of a rainforest downpour by tapping our fingers, rubbing our hands and stamping our feet.
- In **English**, we concentrated on list poems and came up with various rainforest list poems.
- Later in the year, we came across the organisation W.W.F. (**World Wildlife Fund**). We donated money to them as they help to stop the destruction of the rainforest.
- We also adopted an orang-utan who lives in the rainforests of Borneo. His name is Koyah and WWF will send us updates on his progress.
- We invited a speaker from **Just Forests** who informed us all about the importance of trees in our environment.



## LINKAGES

Just Forests

World Wildlife Organisation

Parents

## POSITIVE IMPACT

The children are now more aware of trees and their importance in the local and worldwide environments. They have a considerable knowledge of the component parts of the rainforest. They are more aware of why rainforests are important to our world. We are now making a conscious effort to help save the rainforest in whatever way possible e.g. reusing paper, supporting WWF and buying Fairtrade food.

## THE PUPILS TALK ABOUT THE PROJECT

**"I learned a lot about the rainforest like the people, plants and animals."**

***"We had a great day in Kilkenny, we got to do Indian dancing. We also got to look at other projects."***

**"We adopted an orang-utan called Koyah. He is from Borneo."**

***"The lady from Just Forests gave us great information about the rainforest. She also told us how we can help to save the rainforest like buying Fairtrade food."***



## CONCLUSION

Overall the children found the project an enjoyable experience. It helped them to be independent learners by researching information and using the most important points in the project. They realised that a topic could be explored throughout the curriculum in range of subjects. The children have gained a lot of knowledge about the rainforest and as a result have become more conscientious about caring for the environment. Those who travelled to Kilkenny gained much confidence throughout the day and enjoyed the experience thoroughly.

*Co-ordinator: Caitríona Mulhall*



# RETURNING TO MOTHER EARTH - OUR SCHOOL GARDEN

## ST. MARY'S PRIMARY SCHOOL DUNGARVAN



### AIMS

- To set up an orchard on a piece of waste ground in the school and grow a variety of fruits
- To plant a variety of vegetables from seed and grow organically as far as possible
- To lead the children to a greater appreciation of the food we eat
- To use our produce in cookery classes with the children
- To make them more aware of mother earth and the symbiotic relationship between people and the earth ... It is in giving that we receive!

### TARGET GROUP

The Sixth Class girls took charge of the Challenge to Change project but the whole school benefited from it. The vegetable garden is there for all the children to see and observe the growth and changes that will take place. We hope that it will fire their enthusiasm also.

The orchard was set up also by the Sixth Class girls and it is most definitely the younger children and future generations that will reap the benefits enjoying its fruits each autumn.



## ACTIONS UNDERTAKEN

- We asked some parents and friends to help with the preparation of the ground for the orchard and vegetable patch - digging holes and driving stakes
- Maths skills came into play with the measuring up and planning the layout for the orchard and vegetable patch
- Planting of the fruit trees, making tree ties from old car tubes and fitting anti-bunny devices
- Research was carried out on crop rotation
- The Sixth Class girls set the seeds indoors in seed trays
- The girls constructed tepees for the peas
- Compost was dug into the soil and furrows dug for the seedlings
- Continuous watering and weeding was carried out by the Sixth Class girls
- Signs for the orchard and the vegetable garden were constructed



## OUTCOME

- The girls from Sixth Class have, as a result of this project, given something really special to St Mary's - An Orchard
- They have set a precedent for the other students and fuelled the other students with an enthusiasm to continue the vegetable garden each year.

## WHAT WORKED WELL

- The hands-on approach, putting on the wellies and working closely with Mother Earth
- Monitoring the growth and taking care of the vegetable garden ourselves
- Our Trip to the Nano Nagle Heritage Centre
- Cooking with our variety of produce



## IMPACT OF THE PROJECT

The Challenge to Change project has led us to turn a piece of waste ground into a positive place that can only but improve year after year. The changes in the orchard each year will give the children a firsthand experience of the changes in nature through the seasons and something juicy in the Autumn.



The Sixth Class girls will return to us in The Fall of each year to see and taste the fruits of their labours.

The Vegetable Garden and Orchard is their legacy to the future generations that will be educated in St Mary's.



### COMMENTS FROM THE GIRLS

*"It made me feel good to do something positive for the school."*

*"The day in Kilkenny was fun and educational. It felt nice to help the environment."*

*"I loved the trip to the Nano Nagle Centre in Ballygriffin and seeing all the animals.  
The chickens were COOL!!!"*

*"I liked planting the fruit trees and vegetables in school. It was more fun than I thought it would be. Being in Kilkenny was a great experience."*



*Co-ordinator: Anne Quinn*

# **ENABLE NOT DISABLE**

## **JOHN THE BAPTIST COMMUNITY SCHOOL HOSPITAL**



**Exhibition at the Excel Theatre Tipperary Town**

We hoped this year's Challenge to Change project would raise awareness about disability. Our message is simple - **it is society that makes people disabled** by not providing the proper access or equipment and in some countries people's attitude needs to change.

### **AIMS**

- To research how people with disabilities are treated in developing world countries
- To e-mail a school in Pakistan to find what facilities are available to students with disabilities
- To participate in a ten-week pottery workshop with students with special needs from **Scoil Aonghusa Cashel** and the **Holy Family School Charleville**.

### **TARGET GROUP**

Our target group is our school and the local community.

### **ACTIONS**

We researched how people with disabilities are treated in **Africa** and **Brazil**. We discovered that in most developing world countries people with disabilities are hidden away. Families are ashamed to admit they have a child with a disability. 97% of children



receive no rehabilitation. 98% of them have no school education. Their parents often lie about their child's disability making excuses, for example, the child fell from a tree or they were dropped on their head as a baby.

In **Ghana**, until the passing of the disability bill in 2005, it was possible for employees to be discharged solely due to customer complaints regarding being served by an individual with a disability.

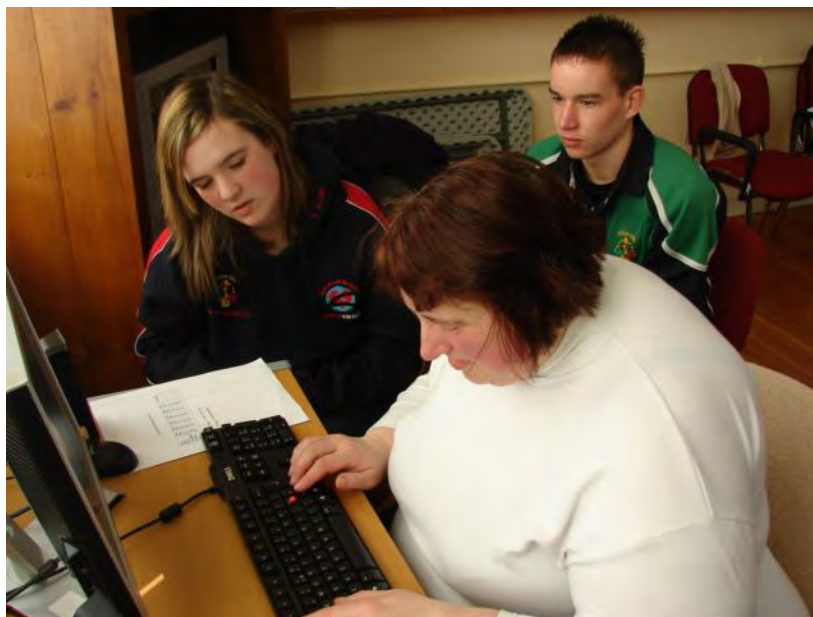
People with disabilities in **Pakistan** have no rights and are treated really unfairly. Their families hide them away from everyone as they are so ashamed to have a child with a disability. In October we started exchanging e-mails with four students in a Presentation Secondary School in Pakistan. Initially this worked well. We were receiving information about students with disabilities. Unfortunately, the political climate and rioting in their city resulted in a breakdown in communication. And we have now learned that the school was burned to the ground.



We participated in a **10-week pottery workshop** with 12 students from Scoil Aonghusa and 5 from the Holy Family School. It was a very positive learning experience for all schools involved. Great friendships were made between the schools. The workshop culminated with a **two-day exhibition** at the **Excel Theatre**, Tipperary Town. Since the pottery workshop we have visited The Holy Family School in Charleville, where we saw all the facilities and carers for people with a disability. This was a fantastic learning experience. We really enjoyed it!

We also ran a **Log On And Learn** programme in the school. We worked one on one with disabled adults where we showed them some basic computer skills. Their disabilities

ranged from being visually impaired to hearing impaired. From doing this programme we learned that every disability could be dealt with and overcome. For example Maura was visually impaired and needed to use a special programme called **Jaws**. This programme was very enjoyable for both the students and adults and we all learned so much from it.



**Log On And Learn**

We ran an **Activity Day** in our local primary school - Scoil Íosagáin Hospital Co. Limerick. We organised special games for the students to play which showed them what it was like for a person with a visual or physical disability in everyday life. A fun factor was incorporated into all the games. The primary school students learned how hard it is for a person who is visually impaired to walk down a hall with everyday obstacles like a schoolbag in their path. They learned valuable lessons from our activity day and a lot of progress was made in our challenge to change people's perspective on the disabled.



**Activity Day at Scoil Íosagáin Primary School Hospital**

Our class organised a presentation with guest speakers for the whole school. One of them included a student who goes to our school - Tom Moloney. Tom has no hands or legs and uses prosthetic legs to get from A to B. Tom spoke of his journey through life and how he can do everyday things but just in a different way. His presence that day was very



admirable and very beneficial to the students in our school. We are definitely changing our own school's perspective on the Enable not Disable.



**Speaker Shane Ryan - visually impaired**

Our research has shown that attitudes are changing slowly. VSO (Volunteer Services Over Seas) introduced a programme in Kenya for people with disabilities. This resulted in the image of people with disabilities being changed from one of fear to being a valued number of the family unit. The number of families identified with a disabled family member increased. The payment was made directly to the person with the disability.

*Co-ordinator: Anne Keane*



## ***A Challenging Thought ...***

***“In many parts of Zambia illnesses and conditions such as cerebral palsy and epilepsy are believed to be due to evil spirits or a result of wrong-doing in a past life.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

# WATER - SO!

## PRESENTATION PRIMARY SCHOOL WATERFORD



Some of our experiments

This year our Challenge to Change project was on water. This tied in with our third Green Flag. The class chosen was Ms. Kirwan's Fourth Class. This is a younger age group than we had worked with in previous years and we wondered if it would be too much for them.

### AIMS

The main objective of the project was to raise the awareness of the pupils and their families of the valuable natural resource that is water.

### WHAT WE DID

We explored the theme of water through the various areas of the curriculum.

<b>HISTORY</b>	<ul style="list-style-type: none"> <li>We examined the situation of our grandmothers and great-grandmothers - poor sanitation leading to disease, the importance of the village pump, no flush toilets.</li> </ul>
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>The girls wrote about their visit to the treatment plant and wrote accounts of their experiments.</li> <li>They also made up slogans to encourage water conservation and wrote lovely poems.</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>We explored the three states of water - gas, liquid, solid and performed experiments on filtration, desalination and observed the desiccation of fruit.</li> </ul>



<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• We explored the <b>water cycle</b>. The floods last winter provided vivid demonstrations of the power and destructive force of water.</li> <li>• We also studied the <b>water supply</b> to and from a house.</li> <li>• As part of this strand of the project we visited the <b>Water Treatment Plant</b> in Kilmeaden. The people there were very nice and during our tour of the plant they explained the process of taking in raw water from local rivers, filtering it, cleaning it with various chemicals and distributing it to surrounding areas. The girls found the trip very interesting, especially the use of trout to test the purity of the water before it is released to consumers.</li> </ul>
<b>ART</b>	<ul style="list-style-type: none"> <li>• The girls produced illustrations of their trip to the Water Works and of their experiments.</li> <li>• They also made lovely posters which were used in our display.</li> </ul>
<b>S.P.H.E.</b>	<ul style="list-style-type: none"> <li>• The girls considered our responsibilities in using this finite resource. We are lucky in Ireland to have good quality water "on tap". But people in other parts of the world are not so fortunate.</li> </ul>

*ee* Spish, Splash. *eee*


**W** Water can be hot or cold,  
Throwing water can be very bold,  
Water can be so much fun,  
Especially in the Summer sun.

**Q** Water helps us clean our teeth,  
Our faces, hands and stinky feet,  
It comes from the clouds  
Up in the sky,  
And it makes our tears  
When we cry.

**e** When water freezes it becomes ice,  
Falling on it is not very nice,  
Fish need water to live and breathe,  
When water boils it becomes steam.

**r** Not everyone has clean water to drink,  
So take a second and **THINK!!!!**

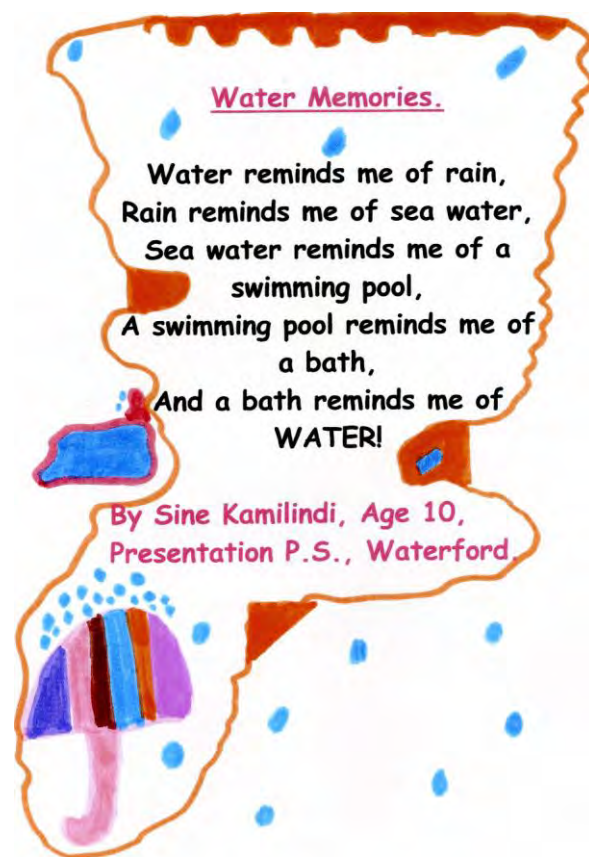
*By Lauren Hearne, Age 10  
Presentation P.S., Waterford.*



Water Memories.

Water reminds me of rain,  
Rain reminds me of sea water,  
Sea water reminds me of a  
swimming pool,  
A swimming pool reminds me of  
a bath,  
And a bath reminds me of  
**WATER!**

*By Sine Kamilindi, Age 10,  
Presentation P.S., Waterford.*



## DEBATING WATER

We had a debate about the merits and demerits of water charges and sent home a questionnaire to the parents. Suffice it to say that they were not in favour. Only one person thought it a good idea.



This photo of the group which went to Kilkenny was published in the local paper, the News and Star.

When we got back from Kilkenny we mounted the display in the school and invited all the other classes and parents to visit it. This allowed the girls who did not go to Kilkenny to talk about all they had learned. We were delighted with the girls' enthusiasm and eagerness to share their knowledge. In spite of their age they had all absorbed a lot of facts and ideas about water.

The girls picked to go to Kilkenny thoroughly enjoyed their day out and learned a lot from the other projects on display. The project was a very enjoyable and educational experience for the class. The girls are very proud of their project and of the effort they made.

Co-ordinators: *Catherine Kinsella, Imelda Kirwan*



## ***A Challenging Thought ...***

***“In 2009, Irish Aid Programmes in Liberia in West Africa meant that 240,000 people had improved access to water and 59,000 people had improved sanitation.”***

*[Irish Aid Annual Report 2009]*

***... Does this Change your Thinking ... ?***



# EDUCATION MATTERS

## SCOIL ÍDE CLONDALKIN



Our project this year is based on education around the world. We are looking at the various education systems and issues that arise in education globally. Our goal is to raise awareness that education is a basic human right that every child should have an opportunity to experience.

### OUR PROJECT SET OUT TO

- Explore playground games in other continents
- Compare and contrast education in Ireland with education in other countries
- Learn phrases/games/songs from other countries
- Examine the work of NGOs in relation to education
- Research gender equality in education
- Make the local community more aware of education matters around the world

### TARGET GROUP

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

### ACTIONS UNDERTAKEN

- European teachers from **Portugal, Italy, and Estonia** visited the school to teach the Infant Classes some playground games from their countries and helped compare their schools with Irish schools
- Compared and contrasted **Kenyan, Indian and Irish** schools
- Examined and learned songs and activities from around the world
- Looked at typical school days in different countries

- Explored the Declaration of Human Rights and in particular the right to education
- Researched and designed projects on the work of NGOs
- Organised a petition on the right to education and collected over 1,000 names
- Coordinated a **Hats for Haiti** day where we raised €374 to help rebuild schools in Haiti
- Examined gender equality in countries around the world and specifically the role that girls play in education
- Artwork, drama and projects carried out in a number of classes based on Education Matters

### WHAT WORKED WELL

- Positive attitude of the children
- Petition in local community
- Dance presentation to display the imbalance in educational opportunities in education around the world
- Slideshow incorporating activities in all classes
- Project work in the classes
- Hats for Haiti fashion show



### LINKAGES FORMED

- Concern workshop on gender equality
- Information packs and leaflets from **Trócaire**, **UNICEF** and **Goal**
- International teachers from Estonia, Italy and Portugal visited the school
- International parents from our school taught activities such as songs and greetings to the children in our school
- Local newspapers

### POSITIVE IMPACT AND OUTCOMES

- The children have a better understanding of Education Matters around the world
- Children are more thankful for the opportunities they have in education here
- Children want to change the unfairness in the world
- Local community is more informed of educational issues



- The children are very sympathetic to girls in other countries who do not have the same opportunities as themselves
- International children are very proud to teach the school community about education in their countries

### **OVER TO THE STUDENTS!**

**"On the 13<sup>th</sup> May I went to Kilkenny to the Challenge to Change seminar. It was a great experience and I learned lots of things e.g. some children have no education in parts of the world. Our school did a really big project. All the classes did something different and we put it all together for Kilkenny. Fifth Class made a big petition that we all signed to say that every child in the world should have a right to education. When I came home from Kilkenny it made me think a lot about all the things I had learned at the stands. We are really lucky here to have all the opportunities we have!"** Melissa

***"I was really lucky to be chosen to go to Challenge to Change Seminar this year as everyone wanted to go. We did a really cool dance to open the seminar that showed how we could bring colour and opportunity into the lives of children in other countries if the whole world changed their attitudes and worked together. I thought the stands were amazing in Kilkenny and really interesting. I was shocked to learn that most women in some countries are not allowed to go to school! I did a drum performance on stage and it was a lot of fun too. Challenge to Change is a great project!"*** Rebecca



**"We had a great time at the Challenge to Change seminar in Kilkenny. We were part of the opening act so we felt very special! We learned lots of interesting facts doing the project in class and we don't give out about having to go to school anymore because we know now we are very lucky to have this opportunity. We thought the workshops were great fun too!"**

Lauryn and Kate

## CONCLUSION

The project was a huge success with the whole school coming together to look at Education Matters around the world. Everyone had great fun at our **Hats for Haiti** fashion show which was a great way to get the local community involved also. The children have a better understanding of gender equality and now have a greater sense of appreciation of the education they receive in our school.

Challenge to Change has once again brought injustices to our attention and we hope that as a small community we can challenge ourselves to change!



*Co-ordinator: Audrey Dempsey*



## ***A Challenging Thought ...***

***“In Tanzania, enrolment in primary school increased from 59% to almost 100% between 2000 and 2007, while the number of girls receiving secondary education increased by 20% between 2008 and 2009.”***

*[Irish Aid Annual Report 2009]*

***... Does this Change your Thinking ... ?***



# GOING GREEN IS THE NEXT BIG THING!

## PRESENTATION SECONDARY SCHOOL MITCHELSTOWN



Previous Challenge to Change projects we did concentrated on telling people about the problems of the developing world. We thought that this made it seem like we had no problems, that we had it all sorted in the developed world. This is not true! Sustainable development is something that we in the North really need to work at. We've made many mistakes but hopefully the countries in the developing world can learn from our mistakes!

As a class, we decided to tackle environmental sustainability as we felt this was a major problem in our school. As it is everyone's responsibility to keep our community clean and safe we decided to emphasise the importance of waste management both in our school and in Mbula in Uganda so they could learn from our mistakes.

### AIMS

- To make people more aware of environmental issues
- To reduce waste, especially energy waste, in our school community
- To get a wormery for our school
- To get the Green Flag
- To plant flowers and shrubs
- To create a sense of pride within our school
- To get young students actively involved in projects i.e. making posters and signs
- To have an environmentally themed day in our school

## TARGET GROUP

- Students in our school - particularly young students
- Teachers
- Businesses in our town
- Mbula community in Uganda

## ACTIONS

We had decided that the environmental issue we were going to focus on was waste. One of the actions we took was to purchase a **wormery** for our school so that we could recycle the food waste in the school instead of just throwing it away. By recycling waste in this way we are getting **compost** and **liquid feed** for our school grounds and the school would not have to pay to dispose of the waste. Another action we took was to place a third bin in every classroom. The content of these bins are to provide food for our secretary's donkeys. We also put **posters** in every classroom. These posters made by the First Year C.S.P.E. class tell students to close the windows when the heating is on and to turn off the lights when the classroom is not being used. By getting the First Years involved we raised awareness with them on the issues in the school.



## WHY DID WE DECIDE TO DO THIS?

We decided to focus on waste this year because last years Transition Year class had done the same topic and we thought that waste is a never-ending problem. We wanted to set ourselves a goal of getting the Green Flag. We also wanted to do this project because we wanted to create a better image of our school. To do this we separated all the waste into appropriate categories and made use of the compost our wormery produced by planting flowers, shrubs and trees which also help the environment. We thought that this would be a great way of linking with the Mbula community in Uganda. **Partners in Learning** is all about imparting and sharing knowledge between our two communities. Our project was



about educating people in our school and also about educating the Mbula community about the problem of waste.

## **POSITIVE OUTCOMES**

### **Wormery**

The wormery is working well and producing small amount of liquid compost. We use this liquid feed on the flowerbeds to make the soil a more enriched environment for growing plants.

The flowerbeds at the entrance to the oldest part of the school were covered over a few years ago because people used to throw rubbish in them. Our class decided to welcome back the idea of the flowerbeds to brighten and freshen up the old entrance. The liquid fertilizer from the wormery improves the soil and makes it richer. The flowers will take in carbon dioxide and release oxygen, making the air cleaner to breathe.

### **Bins for the donkeys!**

We gathered the food waste in the bins for the donkeys and kept a small amount aside for the wormery; this greatly reduced the food waste. This also reinforced the idea that everything can be used again in another way.

### **Energy survey**

We surveyed all the classrooms and noted if the windows were open or closed, if the lights were on when there was no one in the room, if the door was open and checked the bins to see if they were being used correctly. From these findings we realised that a lot of students were not energy aware. We asked the First Years to help us inform all members of the school about this issue. In their C.S.P.E. class they designed and made information signs for the school. This has been very successful and the First Years

really enjoyed being involved in a large project within their new school environment.

### **Environment Day**

We organised an Environment Day for the school on the 16<sup>th</sup> of March. This was non-uniform day. Students paid €2 to wear green. The money raised bought new flowers and plants for the school grounds. In the spring we started this phase of the project and concentrated on the exterior of the school. We educated the other students about recycling and the environment in a fun and interesting way by holding competitions, quizzes and information meetings. Prizes were given for the greenest costume.

### **DVD**

We compiled a DVD which focused on the issues of waste management. In this DVD we discussed how to cut down on waste and how to recycle correctly. We made this DVD to send to Mbula to highlight the mistakes our country has made as we developed. We hoped those in the developing world would learn from our mistakes.

### **Cake Sale for Uganda**

In March we had a cake sale in the school to raise money for Mbula. The proceeds from this cake sale were used to plant trees in Uganda.

### **Green Flag**

We were awarded our first Green Flag.

## WHAT WORKED WELL

- The new donkey bins in each classroom
- The presentation to the students
- The cake sale for Uganda
- Our DVD
- Our wormery
- The Environment Day
- Phone and ink cartridge recycling for various charities
- Our article on our project in Tidy Towns write up

## LINKAGES

- All year groups in our school
- Students Council
- Pat, our Caretaker
- Kay Dawson, Tidy Towns committee
- Ellen Murphy, An Taisce
- Our teachers
- Local Businesses
- Ms Kirke, our Principal
- Billy O'Donovan, Partners in Learning
- Joan from WEEE Ireland

In the words of one student:

**"I find it hard to believe we have come so far in such a short space of time. And I've learned all of the advantages of recycling which I would never have thought about before."**

## CONCLUSION

- Our project has been a great success. We have managed to raise awareness about litter and waste levels and costs in our school.
- The wormery and the donkey bins made a major difference.
- Our Environment Day proved to be extremely informative for all involved.
- Our DVD on recycling really had a huge impact on both students and teachers alike.
- The flowerbeds and shrubs we planted helped to make our school a more environmentally friendly place as well as being particularly attractive to bees as they are on the verge of extinction.
- We presented Billy O' Donovan of Partners in Learning with a cheque for €200.00 for his work in Uganda.

*Co-ordinators: Winnie Fitzgerald, Marie Ryan*



# A KERNEL OF KILDARE'S CULTURES

## SCOIL BHRIDE NAOFA, KILDARE TOWN



### AIMS

- To develop awareness and appreciation of the lives and cultures of those who have suffered injustice and mistreatment in the past, such as Anne Frank
- To develop a sense of empathy towards those who experienced and survived injustice and to have the opportunity to interview such a survivor
- To explore and celebrate the diversities and similarities among different cultures

### TARGET GROUP

A class of twenty-five Fifth Class girls were selected as the target group for the Interculturalism project. The target group was solely responsible for the researching, presentation and delivery of the project which included the study of Anne Frank, the research of the different cultures within our school and the presentation and organisation of the school's International Day. However, the whole school had the opportunity to celebrate the various cultures by attending and partaking in the various activities held on International Day.

## ACTIONS TAKEN

- We discussed the treatment of the **Jewish people** during World War II.
- We studied and discussed the life of **Anne Frank** and her family's need to go into hiding during WWII.
- We examined **photographic evidence from WWII** in an attempt to ascertain the feelings and intentions of the people photographed.
- Assuming the character of Anne, we engaged in a sequence of **diary entries** which created empathy towards her situation
- The visit of **Mr. Zolton Zinn Collis**, a survivor of the WWII concentration camps, afforded the target group and other senior classes a rare opportunity to hear at first-hand a survivor's personal account of events during WWII and the concentration camps.
- We participated in an **African Drumming** session with other senior classes.
- We organised **International Day** in our school, which allowed us to celebrate the different cultures within our school community. In preparation for International Day, the cultures of Ireland, Poland and Nigeria were researched. The research undertaken incorporated traditions and celebrations of that culture, the emblems, the flags, the education system, music and interesting facts relating to that country/culture.
- International Day was held on March 16<sup>th</sup> and included display areas on Ireland, Poland, Nigeria, Asia, Music of the world, Cultures in our School/Our School's International Family Tree and Quiz Corners. The national flag of every child in our school was also put on display.



## OUTCOMES

- The target group became more appreciative of the existence of injustice and the mistreatment of other cultures.
- The class also realised the role of music in transcending cultures.
- The opportunity to listen to and speak with a survivor of WWII concentration camps brought the reality of injustice towards others into the classroom.
- The target group developed a heightened awareness of the diversity among different cultures while simultaneously identifying subtle similarities that often exist between different cultures.

## WHAT WORKED WELL



- The visit from Mr. Zolton Zinn Collis was very effective as it brought the subject of WWII and the mistreatment of others to life for the class. It was now much more than a chapter in the history book.
- International Day was extremely worthwhile, as sole responsibility for the research, presentation and delivery of the material was given to the target group. Such responsibility greatly enhanced the target group's sense of ownership of the project. The commitment shown by each child delivered a standard which well exceeded their age and class level.
- The small group that participated in the seminar held in Kilkenny found it to be a very beneficial experience as it afforded an opportunity to view the projects of other schools as well as having a chance to present their own work.

### LINKAGES

- Mr. Zolton Zinn Collis, WWII concentration camp survivor
- Mr. F O' Neill, facilitator for the African Drumming session



### POSITIVE IMPACT

- Involvement in the Challenge to Change project enabled the children to appreciate and become aware that injustice and the mistreatment of others have existed in the past and that we all have a duty to ensure that such injustice never reoccurs.
- The presentation of the project on International Day created and fostered a bond and sense of solidarity within the class, as the class was aware that its efforts and contribution would lead to a whole school celebration of the many cultures within our school. The target group's immense effort reaped its rewards on what was a very successful International Day for Scoil Bhríde Naofa.

### CONCLUSION

The Challenge to Change project was a wonderful and worthwhile experience for both the target group and myself as project coordinator. The value of the project stems from its potential to force us to consider and sometimes question what actually happens in our world while simultaneously pondering our own role in world issues. The strength of the project also lies in its ability to highlight to the target group what can actually be achieved when people join their resources and talents. If each participant in the Challenge to Change project was to develop just these two realisations, imagine the world we might live in the future?

*Co-Coordinator: Colette Shanahan*

# OUR WORLD - OUR WATER

## PRESENTATION PRIMARY SCHOOL CARRICK-ON-SUIR



“Aspire not to have more but to be more.” Oscar Romero

Pupils in the Presentation Primary School Carrick on Suir always relish new discoveries. The Challenge to Change project was warmly welcomed on board and with Water as the theme, the school set sail on its maiden voyage. Our exploration was called **Our World Our Water** and the project was launched.

### TARGET GROUP

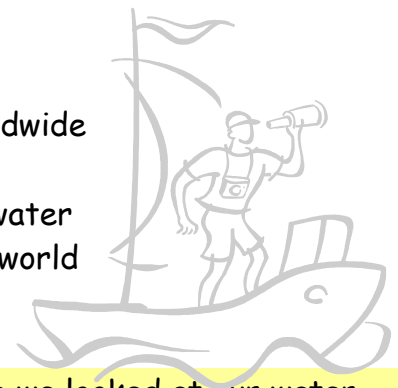
The project was not limited to the crew of thirteen girls from Fifth Class but every child in our school and people in our local community were involved. The project was timely in that it linked in with the Green Flag programme for this year. Our third Green Flag for Water was awarded to us and will soon dance on our mast thanks to the tireless work and research of our Green Flag Committee.

### AIMS

- To motivate the class to work as one and enjoy one another's company
- To increase self-esteem and confidence of the pupils



- To raise awareness of our unequal world
- To highlight the critical lack of safe drinking water worldwide
- To make a connection with the lives of our grandparents
- To recognise and value the importance of clean running water
- To appreciate how lucky we are in our comfortable safe world



## OUR VOYAGE OF DISCOVERY

**September:** Working closely with the **Green Flag Committee** we looked at our water usage in the school and at home. Surveys were conducted by families and interesting results about how we use and abuse water were brought to life.

**October:** Water notices and posters were displayed throughout the school to help us all become conscious of our water usage and wastage. Little steps we can take to reduce our water consumption became common place at every sink, in every toilet, in every room.

**November:** We brainstormed a relevant questionnaire on water usage long ago in Ireland and set about interviewing our **grandparents, great-grandparents** and neighbours. Only then did we realise that our ancestors had no running water in their homes. Granny had to collect water in a bucket many times during the day. Water was conserved and often had two or three functions before it was thrown out on the flowers. We discovered Laundry Day, bath time blues and toilet trouble.

**December:** The lively **Active Retirement Group** in Carrick showered us with water stories and laughter when we went to interview them about their colourful history.

**January:** The amazing human body was our next port of call. The pupils created two wonderful characters **Ben and Glen**. They dressed them up with clothes that opened up to reveal interesting facts about water in the body. Did you know a person can live more than two months without food but at most only a week without water!

**February:** We began the final part of our journey. We became aware of how others in our world are not as fortunate as we are in Carrick. We studied the lives of families in **Eritrea in Africa**. We carried out a **comparative study** looking a typical day in the life of a twelve year old from Carrick and a typical day in the life of a rural Eritrean girl. It wasn't long before we realised their shortages and our surpluses.

**March:** Jennie from **Guinea in Africa** came on board to proudly explain the cultures and traditions of her country. With the help of an informative powerpoint we learned many wonderful water facts - even the very rich don't have access to running water in their homes and must pay people to collect the water in buckets for them.

**April:** Scientific experiments were completed. We investigated stagnant water, water with soil, water with oil and dirty water. The pupils carried **buckets of 13 litres of water** around the school playground. We didn't manage to carry the water on our heads!



**May:** With our destination in sight we took one last plunge into the world of **bottled water**. Bottled water can come from any source - distilled, carbonated or treated in any manner. We investigated why bottled water is wasteful. This luxury has enormous costs for our environment. Waste not and others will want less.

**13 May 2010:** We disembarked from our worthwhile voyage into the Springhill Court Hotel. What a warm welcome we received with tea and chocolate biscuits. It was an experience we will never forget.

## **EVALUATION AND REFLECTION**

Participation in this project was a huge learning experience. It highlighted how little we know about the developing countries. The most positive outcome of our research is the lasting impression it has left on the pupils. It was our maiden voyage into the Challenge to Change project but I'm so glad we made the effort.

## **COMMENTS FROM THE CREW**

*"When we heard that lots of girls in Africa have no school we thought it would be great but then after we carried the water in buckets we knew walking and working all day is not as much fun as we have in class."*

*"African children have a much harder life than we do in Carrick"*

*"I liked it when Jennie from Africa showed us how to tie a baby on your back and wrap a scarf on your head."*

*"I nearly broke me back carrying the buckets. There is no way I could carry heavy water in a jerry can for hours and hours in the blistering sun. Me body would be in blisters! Every time I turn on the tap to brush my teeth, I stop and think of the African girls carrying water for miles"*



## **CONCLUSION**

We have choices. Our choices make a difference. For nearly one billion people there is no choice. All they have is dirty, diseased water that is miles away from home.

**We learned we have the power to make a difference.**

*Co-ordinator: Anne Millea*



# PROMOTING A HUMAN RIGHTS FRIENDLY SCHOOL

## PRESENTATION SECONDARY SCHOOL WARRENMOUNT



Our school is privileged to be one of two Irish schools invited to participate in an international pilot programme called the **Human Rights Friendly Schools' Project**, run in conjunction with **Amnesty International**. The main aim of this project is to promote a whole-school approach to the integration of human rights into schools, to demonstrate that the approach is valid and effective globally and to create replicable models which will act as an inspiration to other schools and as a form of advocacy to governments. This year, we decided to continue 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.

Our Third Year and Transition Year students researched instances of genocide and discrimination internationally, using a variety of multi-media. They focused on the causes and effects of such discriminatory behaviour. Through a variety of different educational experiences, students then reflected on their learning, compiled their findings and worked towards presenting possible strategies in promoting a more welcoming and respectful community at school, in the local neighbourhood and in the wider world. The process involved was cross-curricular and used a variety of learning styles and methodologies.

### **AIMS**

- Through cross-curricular research, to explore examples of genocide and discrimination internationally, focusing on the causes and effects of such behavior

- To challenge cultural, religious, ethical, sexual, intellectual and economic stereotypes
- To further 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 understanding, tolerance and respectful dialogue among our diverse school community and the wider world
- 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 action projects and visual displays

## TARGET GROUP

A number of Second, Third and Transition Year students were the main participants, led very expertly by Ms. O' Neill, Ms. Poisson, Ms. Heffernan and Mr. Grier. They in turn will continue to inform and challenge the school community (students, staff, parents, campus and local community) with their findings on our return to school in August.

## ACTIONS UNDERTAKEN

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

- Students watched a number of **DVDs and documentaries** on instances of **genocide globally**. They researched the topic in depth using a variety of resource materials. They responded to this learning through art and creative writing which was displayed in the school in the final weeks of term.
- Students read **The Boy in The Striped Pyjamas** and Transition Year students visited the local **Jewish Museum**.
- The Transition Year students were involved in the **Co-operation North Project**. They had a number of very interesting discussions with their partner school on issues such as bullying, discrimination and cultural understanding.
- Transition Year students joined with Notre Dame School in attending a very informative and engaging workshop facilitated by a Jewish survivor of World War II's Concentration Camps.

- Students facilitated **Cultural Chats** with their peers to challenge cultural and religious stereotypes. This model worked so well that it was replicated in most classes throughout the school.



- Third Year and Transition Year students were involved in an inter-generational project with **Warrenmount Adult Education Centre** and another local group of **senior citizens**. The shared learning from these projects was inspiring and was written up by the Third Year group in a booklet aptly called **Forever Young**.



- During our **One World Week** celebrations, students attended a workshop facilitated by the **Discovery Gospel Choir** on the theme of human rights explored through the medium of dance and music.
- Students read books, spoke about topical issues in class time and researched information and topics on the internet. In conjunction with our involvement with the Human Rights Friendly Schools' Project, our Art Teacher, Ms Heffernan, facilitated a group of Second Year students to plan, design and create a magnificent art installation on the importance of respecting the **UN Declaration of Human Rights** in a manner and format that students and the wider community could readily identify with.



- 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** continued to be involved in the **Mental Health Awareness Campaign**. A small number of students also participated in a recent **Ireland Israeli Video Conference**.
- Three Prefects had responsibility for mentoring all new students throughout the school. A social day out was organised to foster support and friendship.
- Twelve members of staff volunteered to give up a Wednesday afternoon to engage in **human rights education training** facilitated by the Amnesty Education Co-ordinator. This worked very well and we are looking to offer more training on this subject again next year. The Art Department has also designed a portable banner and pull up stand which will be on display in the school foyer and used to encapsulate our school's values at all school events.
- We hope the school community will be challenged to individually and collectively take responsibility in ensuring that our school community is truly striving to be a human rights respecting school.

### **LINK WITH CAMPUS AND LOCAL COMMUNITY**

- Transition and Third Year students developed strong links with the Warrenmount Adult Education Centre and a local senior citizen's group working on an intergenerational project.
- Transition Year students worked closely with our sister primary school
- Transition Year students visited Notre Dame School to attend a workshop facilitated by a Holocaust Survivor

## OUTCOMES

- Students are better informed and 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 continue to challenge the school community to take responsibility for ensuring that our school community is striving to be a human rights respecting school.
- Students further developed their interpersonal and intrapersonal skills and learned about the benefits of teamwork.
- They developed their self-confidence in presenting their findings at the Challenge to Change Seminar in Kilkenny.

## CONCLUSIONS

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.

A representative group of students, parents and staff worked in partnership as an Advisory Group for the Human Rights Friendly Schools' Project. They devised a vision statement for **Warrenmount as a Human Rights Friendly School**. This group has also planned an attainable action plan for the next school year in presenting possible strategies to further promote a welcoming and respectful community in the areas of school governance, community relations, curriculum and extra curricular activities and the environment.



Holocaust survivor addresses senior students

We look forward to developing our ideas and embarking on another successful project in the next school year.

*Co-ordinators: Gwen Brennan and the Challenge to Change Team*



# RHEA MAE - A SUCCESS STORY

## NANO NAGLE PRIMARY SCHOOL FETHARD

As our school has been sponsoring Rhea Mae, a young girl from the Philippines, for over 10 years we thought it would be interesting to research her life and her country.

### TARGET GROUP

Fifth and Sixth Classes with whole school co-operation

### AIMS

- To raise awareness of the plight of Rhea Mae and others like her
- To highlight ways in which we can help
- To learn about the Philippines, its history, geography and culture



- To raise money to help Rhea Mae continue with her studies and to aid her family
- To educate ourselves regarding developing countries
- To let the people in our community know that we are sponsoring Rhea Mae and to involve them

### ACTIONS

- We organised a Fairtrade Sale which raised €250.00 for Rhea Mae and her family. The Good Shepherd Sisters and Fairtrade took in about €2,000.00 on the night.
- Using books, websites and maps we researched the history, geography and the culture of the Philippines.
- To spread awareness we hosted **A Taste of the Orient** in the local community and raised €100.00.
- We presented our project to eight different class groups including pupils from the local boys' national school and the local secondary school.



- We had articles and photographs published in the local newspaper, The Nationalist, and on the local website [www.fethard.ie](http://www.fethard.ie)
- We invited **Sr. Maria**, a Presentation Sister who spent 10 years working in the Philippines, to talk to the classes and to share her experiences of working there.
- We held art competitions and a bric-a-brac sale as well as a no-uniform day.
- We contacted **Sr. Helen** in the **Philippines** who sent us photographs and information.
- We made contact with a local woman who was born and raised in the Philippines and who informed us on the life, climate, customs, food of the Philippines.



Brendan Keating and his daughter Holly photographed at the Nano Nagle's 'A Taste of the Orient' held at Fethard Youth Centre as part of their Challenge to Change project.



Photographed at Nano Nagle's 'A Taste of the Orient' held at Fethard Youth Centre as part of their Challenge to Change project are left to right: Kelly Keating, Shannon Dorney and Nicola Thompson.

## LINKAGES

- Sr. Helen, a Presentation Sister working in the Philippines for many years
- Rhae Mae via e-mail
- We interviewed a Filipino woman living locally
- We contacted the Embassy of the Philippines in Ireland
- People from the locality helped us to cook and cater for A Taste of the Orient
- Irish Aid

## QUOTES

*"Challenge to Change gave us an opportunity to learn about Rhae Mae and her life in the Philippines. While we were putting the project together we had a good time. We learned about the history, geography and lots more about the Philippines."* Ciara

*"Challenge to Change was an experience of a lifetime. I have learned so much. I've seen so many people try to help others and I am going to help others. I definitely hope it will help many other people."* Lily

*"Challenge to Change was a great opportunity to learn about another country and its culture. I loved learning about Rhea Mae and her family. It was a wonderful experience."* Cassandra







Photographed at Nano Nagle's 'A Taste of the Orient' held at Fethard Youth Centre as part of their Challenge to Change project are left to right: Sadie McGrath, Alannah Coady, Amy Tynan, Niamh Shanahan, Jade Callanan, Lily Dalton, Nicola Thompson and Chloe Burke.

## 'Challenge to Change' project supports Rhea Mae

Negros Occidental is a province of the Philippines located in the Western Visayas region. Its capital is Bacolod City. This year's Nano Nagle pupils are setting their sights on the other side of the world to research and present their 'Challenge to Change' project - 'Rhea Mae - A Success Story'.

'Challenge to Change' is a Development Education Project initiated by Presentation Education Office (SE Province) for Presentation Schools.

Rhea Mae, the third of five children, is a 3rd year student at University. Her father works on the local hacienda for the equivalent of €2 and €3 a day and her mother lives and works away from home in Bacolod City to provide for their family. Rhea Mae admires her mother's bravery but the family really miss her presence in the home. Though a full-time student, Rhea Mae has to assume the role to be mother to her younger brother and sister and keep home in her mother's absence.

Fortunately she is supported in this very demanding situation by the Presentation Sisters who run a programme for such families

in Binalbagan. The Presentation Sisters celebrated 50 years working in the Philippines last February. Through their intervention Rhea Mae gets the financial and other supports she needs to attend college.

A link was forged between Nano Nagle National School and Rhea Mae through the relationship of Sister Helen Lenihan, Binalbagan, and Sr Maureen Power, Principal Nano Nagle School. Sister Helen is a regular visitor at the school, and Sr Maureen initiated our sponsorship of Rhea Mae's education over ten years ago. We look forward to Sister Helen's annual visit when she brings us up to speed with Rhea Mae's education, family news and general development.

Our 'A taste of the Orient' evening held in the Youth Centre Fethard had the dual purpose of raising awareness and raising funds. It was a great success! The menu for tasting included, Pork and Chicken Apretada, Thai Chicken Curry and Prawn and Noodle Stir-fry. The food was prepared by the school staff with great help from the local community. Special thanks go to Marianne Shortall, Gemma Burke, Helena O'Shea, Arlene Fogar-

ty and Sister Maria who were so generous and enthusiastic in their response. Thanks also to the pupils of 5th and 6th Class pupils who as always were most co-operative and encouraging.

Through various events run in the school we have almost reached our €1,000 target. This money will make such a difference and families who are struggling to survive on less than €5 a day.

"The fortitude of the Filipino people, with their innate cheerfulness and optimism in adversity, is quite remarkable. For almost 400 years they have had to contend with Spanish and American colonisation, succeeded by the long arm of dictatorship. If this were not enough the people of the Philippines have, in the last ten years or more, had to cope with a spate of unprecedented natural calamities - earthquakes, typhoons, volcanic eruptions, massive landslides and flooding...

Filipinos are regarded as one of the most convivial and spontaneous people of Asia."

— (Stephen Mansfield, Guide to Philippines)

Co-ordinator: *Rita Kenny*



# GIVE THEM A CHANCE!

## PRESENTATION PRIMARY SCHOOL GEORGE'S HILL



After brainstorming some topics in October, Fourth Class chose **Child Labour** as their Challenge to Change project for this year. We chose this topic as the children were very interested in it. Once we talked a little about it, they felt a great sense of injustice and empathy towards children who have to work all day instead of going to school.

### AIMS

- To research the topic of Child Labour in the world
- To promote awareness within the school and local community
- To show people ways we can help to reduce Child Labour in the world

### TARGET GROUP

Fourth Class undertook the project and informed the school of its findings

### ACTIONS

We began by researching the topic of Child Labour on the internet. Then we

- e-mailed and sent out letters to various charities requesting information
- picked out four countries where child labour is a big problem and researched them
- visited the **Irish Aid Centre** on O'Connell Street. We found out about **Malawi** and what life is like for children there.
- displayed posters on Child Labour around the school to raise awareness
- produced **brochures and stickers** which we distributed to parents, teachers, children and members of the local community



- displayed and presented our project on **Intercultural Day** in our school. It was viewed by staff, students, parents as well as people from the community.

## OUTCOMES

During our project this year, we

- learned all about Child Labour and where it happens
- completed projects on four countries where child labour is a big problem
- produced brochures and stickers and displayed our project to raise awareness in the school and community
- showed ways we can help reduce child labour, e.g. by buying Fairtrade products
- learned about and promoted Fairtrade products in the school



## CONCLUSION

We really enjoyed taking part in this project. We learned a great deal and succeeded in our aims to raise awareness in the school and community. We used our computer skills to research our project and to produce a brochure on Child Labour. We used our skills in English and talent in Art to make posters relating to this topic. We improved our presentation skills by presenting our project at Intercultural Day and at the seminar in Kilkenny.



## What is child labour?



**Street children in Cambodia**

Child labour is when children have to work instead of going to school. Sometimes they are forced to work at home. Some times they have to work for somebody else.

Sometimes the children don't get paid at all or get paid very little . They are often forced to work very long hours. Some children have to work from 6am to 9pm .

### Types of child labour:

Some children have to work at home. Often girls are forced to work at home instead of going to school. They have to mind the younger children, cook the meals and clean the house. Some children have to work in fields and in other people's houses.

Some children have to work in factories. This work can be very dangerous. Children often have to work with dangerous machinery, at dangerous heights, under ground and with hazardous materials.

### Why are children forced into child labour?

There are many reasons. Sometimes their family are very poor so the children are forced to go out and work. Some children have to mind the family while their parents work. Some children run away and end up living on the streets. Some parents send their children to far away cities, hoping they will get an education. Often however these children end up working long hours in factories. Child labour affects both boys and girls. However it is often girls that are most affected. Girl are often left at home while their brothers go to school.



**They work all day and get very little pay. Its just not fair!**

## QUOTES

*"I loved doing the project. I loved when we learned about other things that the other schools did. We gave out questions to other schools and then we gave them a piece of chocolate."* Oijine

*"I have great fun. But it was also sad! I loved the Kilkenny part too! The main part of it all was the children. I felt sorry for them and it wasn't fair at all!"* Aysha

*"I think that it was really great and I loved when we showed the parents and I loved looking at all of the workshops."* Coadie

*Co-ordinator: Zita Sheridan*



# JUSTICE LEAGUE

## SCOIL MUIRE COMMUNITY SCHOOL CLANE



### AIMS

Our goal was to inform everyone in our school about all the work we do in the school for charity and justice groups. There is a lot going on but not everyone knows about it all so we decided to tell everyone what was happening. We used assemblies, intercom, posters, concerts and an information day. We also ran our Fairtrade shop in the canteen on Thursdays.

### TARGET GROUP

The whole school community

### ACTIVITIES

**KARE Project** - working with local users from KARE Rehabilitation Unit in Clane and also from our own Seachtain na Gaeilge Concert takings, we sent one man to the Special Olympics in Limerick.

**Shoebox Appeal** - for teenagers in Bosnia over 80 boxes were sent out.

**St. Vincent de Paul Hampers** - we collected over 20 hampers from Junior classes for local SVP.



**Fundraising** - we organised carol singing, a teacher-student match, raffles and other activities which raised €4,000 for Fr. Peter McVerry and Make a Wish Foundation.

**Fundraising for Haiti** - we raised €4,000 by asking each student for €2

**Zambia Concert** - we helped organise the Zambia concert to send 10 students to Kolomo next Easter. We raised €1,500.

## **OUTCOMES**

We also designed a Justice League logo through an art competition among juniors. We got t-shirts printed with our league name on them so we will be recognised as working for justice.

## **LINKS**

We visited the Irish Aid centre for a workshop on Hunger and we invited a team of Ugandan doctors researching in NUI Maynooth to give a workshop on AIDS.

## **CONCLUSION**

We really felt the information day was a success. The Junior classes were very interested and we gave them quizzes and prizes and they enjoyed going round to all the stands and getting information.

We feel the school knows about the Justice League and what we do. We feel it will continue next year and is established in the school and will be recognised by all students.

We hope to have a member of the Justice League wearing his/her t-shirt in all projects next year. This way we will get new members and keep people aware of justice issues.

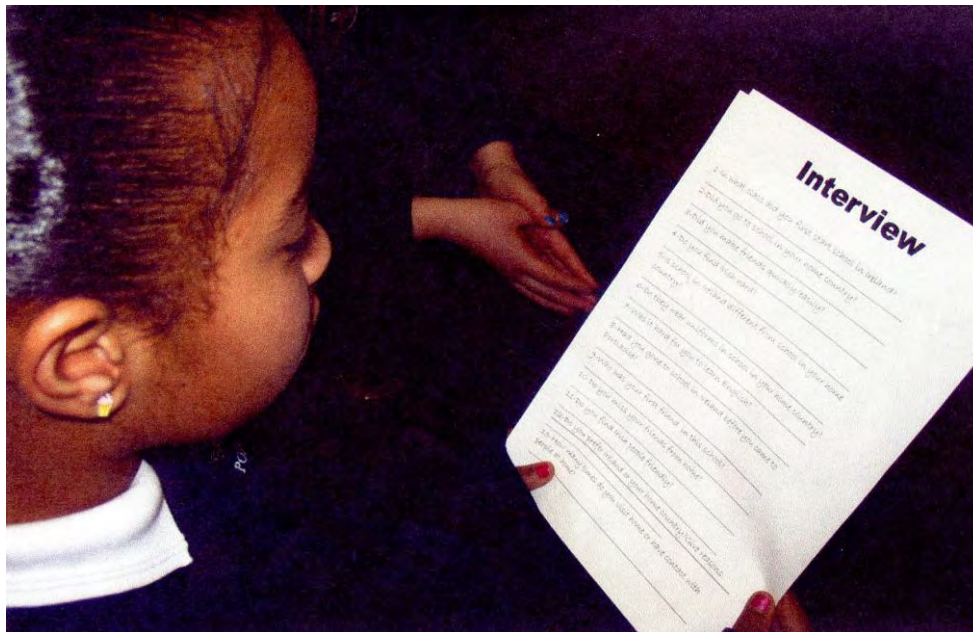


*Co-ordinator: Gráinne McGee*



# NATIONALITIES UNITE!

## SCOIL MUIRE PORTLAOISE



Over the past number of years, we in Scoil Mhuire have seen a big increase in the number pupils of different nationalities enrolling in our school. We decided to work on a project in Sixth Class called **Nationalities Unite**.

### TARGET GROUP

We aimed to target the 19 different nationalities represented within the school community.

### AIMS

- To increase understanding of each other
- To identify how we are all the same
- To promote respect and tolerance for each other
- To learn something about each nationality within our school

### ACTIVITIES

We decided that each month we would undertake a different activity.

- We created and displayed a **Welcome** poster in many Languages in a prominent place in our school
- We learned and performed songs from a number of countries
- We shared an **Intercultural/Multicultural Lunch** with another Class
- We checked out the educational resources, books and toys in our school to ensure we are an inclusive school
- In October we planted spring bulbs in the school's green area, to represent each nationality in our school
- We displayed a written piece from each nationality in her/his native language accompanied by an English translation
- We had a **National Costume Day** in April 2010

- We supported Operation Christmas Child by donating 163 gift boxes for children around the world
- In November 2009 we entered the local Lion's Club **Power of Peace Poster Competition**
- We interviewed pupils from other countries who joined our school
- As part of our Confirmation preparation we took part in a Parish fundraising activity
- In our classroom we researched culture, religion, hobbies of other countries



### LINKS FORMED

- Portlaoise Lions Club
- Friends of Calcutta
- Haiti School Building Project
- Portlaoise Parish Centre
- Operation Christmas Child

### OUTCOMES

- The children achieved all their aims and the school really gained by learning about all the different cultures in our school
- International students became more involved in the school and were proud to celebrate their culture with other children
- The Culture Day really brought the whole school together
- The Challenge to Change Seminar gave the children a national audience for the project and allowed them to see the fantastic work of other students from various schools around the country
- The Seminar Workshops proved to be a great source of learning and enjoyment for the children





### WHAT THE STUDENTS THOUGHT OF THE PROJECT

*"We really enjoyed taking part in the Challenge to Change Project. It was really interesting and we learned a lot about different countries. It was a brilliant experience!"* Maeve and Aisha

*"We really enjoyed learning about different countries and different cultures. For instance, Lithuania does not celebrate Hallowe'en and China has unusual musical instruments."* Emer and Lauren

*"I have learned so much about other countries which I never expected to learn. I really loved creating the book with my group."* Amy

### CONCLUSION

We learned that there are no limits to the intercultural activities in which we could have participated. Indeed, although we are all different we have much more in common, but more importantly we should all be equal. Consequently, we must understand and appreciate the diversity and richness of our Scoil Mhuire school community.

### OUR PLAN FOR THE FUTURE

- To promote inclusiveness and tolerance and acceptance of difference
- To assist newcomers and their families as they settle in to our school
- To celebrate world religions
- To become more familiar with the reasons why so many people are forced to leave their countries
- To challenge stereotyping and prejudice about people from other cultures and nationalities

*Co-ordinator: Norette Heaphy*

# GREENFINGERS - DEVELOPING A SCHOOL GARDEN



The Anniversary Garden, opened in 2007, is a haven of peace and tranquility. As part of our commitment to the environment and sustainable living, we decided to extend the garden to include a vegetable plot consisting of raised beds. After that, we began the creation of a mini-wood, a project that will extend over a number of years.

We used for our guide a new publication, *The Year Round Organic School Garden* from Living Classroom Productions. This gives a class-by-class guide from Junior Infants to Sixth Class of what could be undertaken by each group. Various classes took responsibility for their own particular area of the vegetable beds. They grew sunflowers, pumpkins, strawberries, potatoes, tomatoes and spinach.

## ACTIVITIES

The raised beds, constructed by our caretaker, Kieran Britton, were filled with topsoil and fertilised by our own compost. We have been composting all organic material from the school for the past several years. This spring we installed water butts to catch rainwater so that we had an independent water supply for the vegetables in the spring and summer. We put in bird feeders for the winter together with a birdbath and nesting boxes for the spring.

A local environmentalist provided advice on the mini-wood part of our undertaking. We aim to have four layers in our deciduous woodland site - the canopy layer, an understorey of hazels or hollies, an underplanting of woodland flowers, and a floor of dead leaves and rotting logs. All this should encourage wildlife to the site.

## OUTCOMES

- The children learned to appreciate the miracle of growth
- They learned to care for growing things
- They appreciated the beauty of the earth and its fragility
- By learning how to **grow their own**, they developed habits of self-sufficiency and reduced the amount of imported vegetables, thus cutting down on air-miles and the impact of the carbon footprint



Co-ordinator: *Anne Lanigan*



# COME TOGETHER

## SCOIL BHRÍDE CLANE

Over the past five years our school has become multicultural. We currently have children from a large number of countries, encompassing many languages, cultures and traditions. We hoped to enhance our awareness and understanding of these cultures and to promote mutual respect and friendship by participating in the Challenge to Change project.

### AIMS

- To promote team-work and co-operation throughout the school
- To identify the countries that are represented in Scoil Bhríde
- To promote a whole school awareness of these countries in terms of location, climate, language, lifestyle and traditions
- To encourage each child to take pride in her heritage
- To acknowledge and celebrate how this diversity enriches our school community

### TARGET GROUP

Our target group was the whole school, including all children, from Junior Infants to Sixth Class and every member of staff. We also targeted the Parent group and the wider community of Clane.

### ACTIONS UNDERTAKEN

In October 2009 a Christmas card competition entitled **Christmas around the World** was organised to assess the pupil's cultural awareness. Four winning designs were selected, printed and sold. Profits were donated to **Outreach South Africa** via the local Church of Ireland Rector, Rev. Kevin Ronné.

Sixth Class pupils researched **Intercultural Christmas traditions** and presented an entertaining selection of music, poetry, story and interesting facts as part of our annual Christmas Carol Service.

The **Challenge to Change Committee** allocated project themes to each class level as follows:

Class	Topic
Junior Infants	Fairytales and Fables
Senior Infants	Fairytales and Fables
First Class	Festivals around the World
Second Class	World Religions
Third Class	Food around the World
Fourth Class	Traditional Costumes
Fifth Class	Traditions and Languages
Sixth Class	Geography, Economy, Climate

## OUR FIRST INTERCULTURAL DAY - A RESOUNDING SUCCESS!

On Thursday, 22 April 2010, we held our first Intercultural Day in Scoil Bhríde. In the days leading up to the celebration, our school was a hive of activity with all classes busily preparing for the big event. Parents and members of the wider community were formally invited to join us. Members of the local press were also present. We were delighted to welcome the boys from Scoil Phádraig along with their teachers.

Visitors arrived between 9.00 a.m. and 11.00 a.m. to view a selection of displays in the Assembly Hall and were greeted by an enthusiastic group of children representing many different countries. A number of students from each class manned the displays and interacted with the guest, discussing their work and offering a selection of authentic world cuisine. All children dressed in a national costume of their choice and prizes were awarded for the most original outfit.

### LINKAGES

- The parents
- Rev. Kevin Ronné and his Outreach South Africa Programme
- The Embassies of various countries
- Leinster Leader
- The Kildare Post

### OUTCOMES

- There was a great sense of teamwork and co-operative learning as the children in all the classes worked on the projects.
- Both the children and the staff were made more aware of the rich diversity that makes up our school population.
- The children gained a very positive insight into life in different countries when parents from other countries came to classes to speak on different topics.
- Children were given an opportunity to sample a range of food from other countries. Some were quite surprised that they actually liked the food!
- The parents commented that they themselves learned a huge amount from listening to and helping the children with their projects and from participating in the Intercultural Day. It proved to be a very positive and rewarding experience for all concerned.
- This was our first year to participate in the Challenge to Change project and it was a great starting point for us.

SEE CD for photos

*Co-ordinators: Deirdre Costelloe, Anne Giffney*



# NO PLACE TO CALL HOME

## ST. JOSEPH'S COLLEGE LUCAN



Our project centred around different reasons why people may have no place to call home and the effect this has for the individuals involved. We looked at the reasons why a person may be out of a stable home environment.

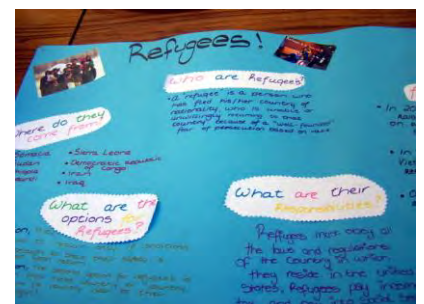
We focused on areas such as actual homelessness, plight of refugees, people being forcibly removed from their homes through human trafficking, debt bondage and then the lives of children in orphanages.

### AIMS

- To raise awareness about all aspects of homelessness
- To encourage people to view the person rather than the situation, because through our research we found, particularly in the case of homeless people, there is a very negative stigma attached to being homeless

### ACTIVITIES

The class divided into groups and researched the different areas and produced group projects on their issue. We displayed these information posters in conjunction with an Awareness Day.



We contacted **Focus Ireland** and studied their DVD and information pack and looked at the effect being homeless can have on a person's self esteem. The girls then tried to put themselves in the shoes of a homeless person and wrote **diary entries** describing their feelings. We started to study the issue of refugees, exploring the reasons why somebody might find themselves in this position and again the effect this can have on the individual and the stigma, if any, attached to being a refugee.

In the middle of our project the huge tragedy in **Haiti** occurred so one group chose to look at the situation now in Haiti as a result of the devastating earthquake.

Guest speakers from the **Simon Community** and the **Christina Noble Foundation** shared their experiences and knowledge with us.



Co-ordinator: *Ciara Whelan*



## ***A Challenging Thought ...***

***“Our efforts to eradicate poverty must pay close attention to respect for human rights and the dignity of all. They must go beyond basic material needs and address discrimination and inequality. That means ensuring that all poor people have access to the resources they need – land, capital, knowledge, skills – to escape poverty. It means empowering the poor to effectively participate in decision-making and other activities that directly affect their lives.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***



# ENERGY - ARE WE AWARE? DO WE CARE?

## PRESENTATION PRIMARY SCHOOL CLONMEL



*"It is evident that the fortunes of the world's human population, for better or for worse, are inextricably interrelated with the use that is made of energy resources."*

-M. King Hubbert, Resources and Man, 1969

This year we decided to learn about the many types of energy we use in our lives and the reasons we should conserve energy. Through talks, visits, exploration and a variety of activities, we hoped to improve our awareness of the need for energy conservation and to learn ways to reduce our use of energy. The project involved all classes, teachers, parents and members of our school community. It was led by a committee from Fifth and Sixth Classes.

### AIMS

- To become more aware of the wonder of our natural environment and the need to preserve it
- To raise awareness of our energy use at home and in school
- To learn about the choices we can make to reduce our use of energy
- To promote the message **reduce, reuse, recycle**
- To organise a variety of activities through which the pupils can learn about and promote sustainability
- To become more energy efficient in the school and at home

## WHAT WE DID

CLASS	ACTIVITIES
Infants	Learned about energy provided by the sun and food. They planted seeds and grew plants. They learned it is important to turn off lights and televisions when they are not needed.
First Class	Learned about the meaning of energy and discussed ways to save energy. They displayed their ideas in individual art and worked on a group project to create a wonderful giant sun.
Second Class	Learned about energy and painted pictures to illustrate their ideas about saving energy. They performed a play for family and friends on the theme conserving energy.
Third Class	Learned about various types of light and which energy saving lights are best. They investigated heat, how it is transferred, the importance of conserving heat and the actions we could take to do this. They did some research on climate types in various parts of the world and the importance of conserving habitats to maintain life and the natural order.
Fourth Class	Explored the meaning of sustainability and renewable and non-renewable forms of energy. They created and played with their own board games to encourage each other to conserve energy.
Fifth Class	Learned about climate change and renewable and non-renewable sources of energy. The girls created leaflets explaining climate change and designed posters promoting energy conservation. They made wind vanes and solar panels and conducted science experiments to understand how these work. They carried out surveys on how we travel to school and discussed the benefits of walking, cycling, joining a car pool or using a bus/train. They also carried out surveys on classrooms at break and lunch time to see if equipment was left on or turned off.
Sixth Class	The girls went on a day trip to the <b>Geopark</b> in Bunmahon, Co. Waterford where they learned about rock formation, various types of rocks, the historical mining of copper in that area and the non-renewable nature of coal and peat. In class the girls learned about climate change, renewable and non-renewable forms of energy. The girls created windmills and waterwheels, designed energy efficient houses and artwork using recycled materials. They learned about modes of transport using renewable energy e.g. segway.



## Challenge to Change Committee

- Raised awareness of the Challenge to Change project through discussions at Assembly and creating displays around the school
- Met regularly to share ideas
- Carried out inspections on energy conservation in the school i.e. checked to see if electrical equipment and lights were left on when not needed and awarded green or red stickers accordingly
- Facilitated the creation of a large collage depicting a wind farm and surrounding landscape (using all recycled materials)



## OUTCOMES

- Pupils enjoyed taking part in the project
- Pupils have a better understanding of energy and the role it plays in our lives
- Pupils and staff are more aware of the need to conserve energy in school and at home.
- We learned that it takes time to change habits and we need regular reminders to conserve energy

## QUOTES FROM THE PUPILS

*"From what I saw at the Challenge to Change Seminar in Kilkenny, it looks like we children are very enthusiastic about being good to Mother Earth."*

Kathy, Rang 6

**"I enjoyed making eco-friendly houses and trying my best to save energy. I think and hope that people will now try to save energy by turning off lights, closing doors, windows."**

**Aimun, Rang 6**

**"One day there will be no more gas and coal so we must use renewable energy like the wind."**

**Lauren, Rang 4**

### **PRAYER OF THOMAS JOHN CARLISLE**

**Help us to harness  
the wind  
the water  
the sun  
and all the ready  
and renewable  
sources of power.**

**Teach us to conserve  
preserve  
use wisely  
the blessed treasures  
of our wealth-stored earth.**

**Help us to share  
your bounty  
not waste it  
or pervert it  
into peril  
for our children  
or our neighbours  
in other nations.**

**You, who are life  
and energy  
and blessing  
teach us to revere  
and respect  
your tender world.**



**We enjoyed the project and we look forward to becoming involved in next year's Challenge to Change.**

***Co-ordinator: Noelle Lambert***



# RHYMING AROUND THE WORLD!

## SCOIL MHUIRE CLONDALKIN



This whole school project focused on cultural diversity in our school. This year we concentrated on songs, poems and rhymes. Each class learned a song, poem or rhyme in a different language from countries all around the world. Parents were invited in to help teach the songs and help with the performances. The songs, poems and rhymes were performed and recorded at a special assembly and in the classroom. A compilation CD/DVD was produced with an accompanying songbook and artwork.

### AIMS

- To enable the children to recognise the similarities between different cultures
- To learn a different language
- To celebrate diversity in our school and community
- To promote equality
- To promote cross cultural inclusion

### TARGET GROUP

Rhyming Around the World is a whole school project. The main aim was to promote and celebrate cultural diversity in the school community through music and language.





## ACTIONS

- The whole school learned *Pada Schneck* or *Jingle Bells* in Polish for our Christmas Carol Service. Our Polish choir lead the song and the whole school joined in. One of the girls in First Class sang a beautiful rendition of *Silent Night* in Russian. The whole school joined in afterwards in English.
- Each class (from Junior Infants right up to Sixth Class) then learned a **song or poem in a different language**. The songs and poems were taught to the class by a child in the class from a different country or by the children's parents.
- Each class produced some beautiful **artwork** to go along with their chosen song or poem.
- We made a **video recording** of each class performing their song or poem. We played the recordings during our **Intercultural Day**. The parents and children loved seeing themselves and each other on the interactive whiteboard.
- We made a **book** to go along with our DVD entitled **Rhyming Around the World**. The book contained the words of the songs and poems in their original language alongside an English translation. **Photographs** of the performances and of the artwork were also included.
- Each class performed their piece live for the whole school at our **Intercultural Concerts** in May.

*"Once we knew how to pronounce the words it was fine, the more we practiced the easier it got!"* Fifth Class

*"It was hard to learn a different language but it was fun."* Senior Infants



## CONCLUSION

Rhyming Around the World was a great success. It has definitely been one of our most successful and enjoyable projects to date. All aspects of the project were thoroughly enjoyed by the staff and pupils of Scoil Mhuire and the results were fantastic. The project certainly resulted in an increased awareness of the cultural diversity in our school. It was also a great opportunity to get the parents involved and to promote inclusion of international children in our school and in our community through the exploration of their own music and language.

Rhyming Around the World also got fantastic feedback from the teachers and pupils in other schools when we presented it on the project presentation day in Kilkenny in May.



We would definitely highly recommend a project like this to other schools.

*Co-ordinators: Siobhan McKieran, Naomi O'Dowd*

## ***A Challenging Thought ...***



***“Education is the most powerful weapon which you can use to change the world.”***

*Nelson Mandela*

***... Does this Change your Thinking ... ?***

## **A GREEN FAIRY TALE SOON TO BE A REALITY**

### **PRESENTATION SECONDARY SCHOOL BALLINGARRY**



**Once upon a time there was a field nestled snugly in the hills of Slieveardagh. The countryside was lush and green and everyone remarked on how beautiful it was.**

Next there came a school full of energetic and hungry students and staff... and then it fell - the first piece of rubbish and then the next and another and another until soon the beautiful countryside was strewn with litter.

Then there came a group of students who said "This must stop" and so they began the task of cleaning up.

- Firstly they identified the black spots
- Secondly they called in the experts - South Tipperary County Council
- Thirdly they got underway
- Fourthly a survey was conducted
- Fifthly new bins were put in place



### But who were these students?

Transition Year students began this task and soon were joined by Gaisce participants but those who now lead the way are our First Years.



### Have they all lived happily ever after?

Not yet, alas the big bad wolf Mr. Litter is still seen roaming the corridors and out on the grounds but together we will capture him and reclaim our lush and green countryside so that future generations will enjoy a cleaner, greener environment.

Co-ordinators: Teresa Regan, Brian Moran



## A Challenging Thought ...

***“Because the earth was entrusted to human stewardship, the natural world is not just a resource to be exploited but also a reality to be respected and revered as a gift and trust from God.”***

*Pope John Paul II, 2001*

***... Does this Change your Thinking ... ?***

# FAMINE

## PRESENTATION PRIMARY SCHOOL MAYNOOTH



Our Challenge to Change project this year focused on raising awareness of famines happening nowadays such as the situation in Haiti after the earthquake. It illustrated the similarities between the Irish famine of the Nineteenth Century and famines in other countries today.

We used the novel **Under the Hawthorn Tree** by Marita Conlon Mc Kenna which tells the story of the Great Irish Famine (1845-1850) through the eyes of three children called Eily, Michael and Peggy. The story outlines the effects of famine on family, towns, neighbours and country in a very simple but deep way. We learned about a different way of life which Irish people had in those days and we saw how kindness could save lives.

### AIMS

- To make people realise how many died or had to emigrate from their home, family and friends during the Great Irish Famine
- To make people aware about what happened during the time of the famine
- To learn about our ancestors who emigrated and survived



## TARGET GROUP

Our class, our school and the Challenge to Change project group

## ACTIONS UNDERTAKEN

- We researched the Great Irish Famine
- We read the children's novel **Under The Hawthorn Tree** by Marita Conlon Mc Kenna
- We also had project groups of five who researched information about Workhouses, Coffin Ships, Ellis Island and other famine related topics
- We watched John Water's Documentary called **Death or Canada** and followed the story of the Ellis Family



## PRESENTING OUR PROJECT IN KILKENNY

On the 13<sup>th</sup> May four girls from Mr Carey's Fifth Class and four girls from Mrs Kelly's Fifth class set off for Kilkenny to present our Challenge to Change project about the Famine in Ireland and the many people who emigrated to America. The eight of us, Mr Carey and Mrs Kelly, boarded the bus and set off for a hotel in Kilkenny.

While two of Mr Carey's girls were at a workshop Róisín and I went to a drumming workshop. The remaining four were manning our Challenge to Change Famine stand. After the workshops we had sandwiches, cocktail sausages and chicken gougons for lunch. It was delicious!

Following lunch Sarah and Róisín and Laura dressed up as Eily, Michael and Peggy the characters from our class novel **Under the Hawthorn Tree** on which we based our project.

Sitting beside our stand was a sack of potatoes and students from other schools were allowed to dress up the potatoes with googly eyes, pipe cleaners, cocktail sticks and feathers. They had great fun!

On the other side of the stand was a smaller bag of potatoes and people had to guess how many potatoes were in the bag. At the end of the display we gave a teddy to the pupil with the best guess.

It was a brilliant day out!



Sarah, Roisin and Laura aka Peggy, Michael and Eily

## WHAT WORKED WELL

- The dressing up on the day in Kilkenny
- The **guess how many potatoes in the sack** game
- The famine relief project model of **The Obelisk** which we studied in local history. This was constructed by Mr Carey's Fifth Class girls.

Our projects showed that we can do many things within our own lives to improve the living of others. An aunt of Brigid, called Ellen Lawrence, wrote a poem which encourages us all to use the time we have now as time passes so quickly. The poem is called **Time**.



## DURING THE IRISH FAMINE PEOPLE TOOK UP THE CHALLENGE TO CHANGE THEIR LIVES BY

- Working for the landlord on a famine project such as the Obelisk in Maynooth
- Emigrating on coffin ships such as **The Jeannie Johnson** (famine replica ship)
- Going to the workhouse
- Travelling through Ellis Island
- Becoming successful Irish emigrants who sent money and tickets home
- Becoming famous Irish Americans
- Surviving the famine and changing the land division system
- Writing songs and poems to tell the story of the famine to future generations
- Wishing to have Ireland under an Irish Government who would care for the people



## WE TOOK UP THE CHALLENGE TO CHANGE LIVES IN MANY DIFFERENT WAYS BY

- Taking part in the Children helping Children collection for the missions
- Listening to Sr. Alphonsus telling stories about famine times here in Maynooth where there was plenty of food but it was not shared due to the greed of the landlords
- Hearing how the kindness of one man gave a respectful burial to many in the Bantry area through the use of the sliding coffin from which the famine cross was made
- Using the Trócaire Lenten Pack to understand how poor some children are today
- Watching and listening to reports on **Haiti** and the devastating earthquake which has left many families dependant on our support
- Having a **Mad Hair Day** for the missions and a **No Uniform Day** for Haiti
- Challenging ourselves to think of others at home, at school, in our community, in our country and in other countries in a caring way.

Four representatives from each of the fifth classes travelled to Kilkenny on 13<sup>th</sup> May to present our project along with twenty eight other Presentation Schools both Primary and Secondary. The girls represented us well and the project has been on display in our school during May and early June. Well done Fifth Class!

*Co-ordinators: Fergus Carey, Ann Kelly*

# WATER - LIVING TODAY WITH TOMORROW IN MIND

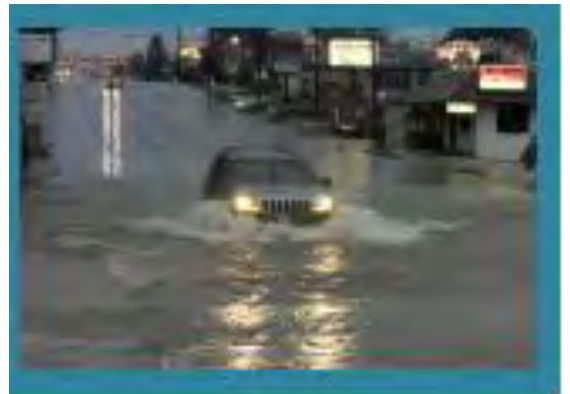
## SACRED HEART PRIMARY SCHOOL PORTLAOISE



Our project was based on water. We tried to spread the message that water is our most precious resource.

### AIMS

- To educate our pupils about the importance of water and its properties
- To compare and contrast water facilities in Ireland and an African country
- To understand the importance of water conservation
- To highlight the fact that water as a resource is running out



**Our steering committee** was made up of girls from Sixth Class and our teachers, Mrs. Whelan and Mrs. Tansey.

### TARGET GROUP

Every family in our school and in particular the senior girls from Third to Sixth Class.

### ACTIONS

- We explored water, its cycle and its properties.
- In conjunction with the Green Schools Committee, we examined our water usage in Portlaoise by conducting surveys throughout the school and at home.
- We discovered how much water we use when we do all of our simple day-to-day household tasks.
- Our mottos then became **Drip, Drop, Stop!** and **Use your Brain, Plug the Drain!**
- We compiled a list of **Top Ten Tips** for saving water and we circulated these to every family in the school.
- We designed a **Questionnaire** to ascertain people's awareness and usage of water and to educate them as to how we could conserve water. We collated our results and had some interesting findings!



- We visited the **Water Treatment Plant** and Brendan Garry called to our class to test water from different areas in Laois along with well-water and bottled water. That proved to be a very enlightening and enjoyable day!
- In November we worked towards our third Green Flag, Water. We demonstrated some of our water experiments on our action day and we had a Prayer Service in the morning. Coincidentally, in December Ireland saw some of the worst flooding it had seen in years and this brought home the real need for water conservation. On foot of this and after the cold spell we thought it would be a good idea to once again circulate our Top Ten Tips for saving water. We encouraged each family from Third to Sixth class to try as a family to just use 50 litres of water each day.



We hope that our Challenge to Change project spread the message of water conservation to the wider community. We appreciate the coverage our campaign received from our local newspapers. At a global level, we hope to raise money to facilitate the building of a pump in Calcutta.

*Co-ordinator: Anne Whelan*



## ***A Challenging Thought ...***

***“One billion people in this world do not have access to safe, clean drinking water. They live at the mercy of water-borne diseases.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

# CLIMATE CHANGE AND THE WORLD'S POOR

## SCOIL BHRÍDE SHANTALLA



Our project raised awareness among our pupils of the implications of global warming especially on the world's poorer nations. We encouraged the children to act locally in order to decrease carbon emissions globally.

### AIMS

- To explore and increase awareness of climate change focusing on the effects of global warming and resultant famine in Kenya
- To identify ways in which Irish children contribute to climate change
- To contrast their contribution to climate change with the contribution of children in Kenya
- To look at the implications of a reduction in overseas aid



### ACTIVITIES

- Through a variety of activities all classes gained an age-appropriate knowledge of global warming
- Using **online research** children identified those hardest hit by climate change
- The creative art work and the survey results of the pupils were displayed throughout the school
- Lesson plans aimed at different class levels and covering specific goals were prepared
- Pupils explored the impact of climate change on food production
- Pupils calculated their own **carbon footprints** and displayed them artistically comparing them with those of a **Kenyan child**
- We visited the **local library** and invited some outside **speakers** to the classroom



*Co-ordinators: Kay Lowry, Eimer Dabry, Michael Hanley*



# POVERTY

## SCOIL CHRÍOST RÍ PORTLAOISE

This year's Transition Year students chose poverty as the focus of their Challenge to Change project. We have undertaken several different activities and many different mini projects in order to broaden and expand our knowledge.



### AIM

To instill a sense of generosity, caring and kindness in the students of our school, and we think we succeeded in doing that.

### Christmas Food Hamper Appeal

Inspired by our Third Year Religious Education Action Project on St. Vincent de Paul, the main focus of our project was learning about the history and work of the St. Vincent de Paul charity. Knowing little about this charity, we decided to organise and run a Christmas food hamper appeal. Every student in the school brought in food items and each class created a hamper to donate to local families. In order to create awareness of this appeal, we worked together and visited each class and talked to them about the work of SVP. Altogether we managed to collect fifteen full hampers containing a variety of foodstuffs. With the help from our religion teacher, we organised to present these hampers to the local leader of the SVP charity at our Christmas carol service.

### SPREADING THE MESSAGE

The second major project that we undertook was creating different types of **posters** and **leaflets** to display and hand out in the school to raise awareness. We found this worked as we noticed that students took an interest in the posters and started asking questions about our project.

To keep this interest alive, we created a **survey** to give to students in order to discover how aware they were of this topic and how it affected our local community. After compiling these results we found that students knew a substantial amount about the issue of poverty but they lacked knowledge of how it affected their local community.

We took photos of poverty in our local community and put them on display. We designed a town survey to identify the areas where poverty is most acute and how this problem might be tackled.

It is evident that poverty is a problem in our local area and we as Transition Year students are doing as much as we possibly can to address the issue.

### *Transition Year Students*

*Co-ordinator: Deirdre Farrell*

## ***A Challenging Thought ...***

***“Poverty will not be eradicated without due respect for human rights.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***



FOR COVER









*Fifth Class made a big petition that we all every child in the world should have a right to come home from Kilkenny it made me think a lot I had learned at the stands. We are really all the opportunities we have!" Melissa*

The value of the project stems from its us to consider and sometimes question what our world while simultaneously pondering our issues. The strength of the project also lies in highlight to the target group what can actually people join their resources and talents. If each Challenge to Change project was to develop just

#### Fact File

218 million children all over the world are forced into child labour.

For every 6 children in the world under the age of 18, one of them is a child labourer.

Some children are forced to work to earn enough money to buy food for their families .

Even the children that go to school, often have to work for hours before and after school.

By not educating children, it continues the cycle of poverty

*Child labour is against the law and it is cruel.*



*signed to say that education. When I about all the things lucky here to have*

potential to force actually happens in own role in world its ability to be achieved when participant in the these two

realisations, imagine the world we might live in the future?

CHALLENGING THOUGHTS - MISSION ALIVE 2010



## ***A Challenging Thought ...***

***“Millions of Zambians live below the World Bank poverty threshold of \$1 a day. Zambia hosts tens of thousands of refugees who have fled fighting in the Democratic Republic of Congo.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

## ***A Challenging Thought ...***

***“Zambia is a country struggling with widespread poverty and devastating health epidemics. It is among the world’s poorest nations.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

## ***A Challenging Thought ...***

***“In Zambia, life expectancy at birth is under 40 years.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

## ***A Challenging Thought ...***

***“Nearly 1 million Zambians are HIV positive or have AIDS and over a half-million Zambian children have been orphaned as a result of HIV/AIDS.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***



## ***A Challenging Thought ...***

***“Malaria is a major reason nearly 20% of all Zambian babies do not live to see their fifth birthday.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

## ***A Challenging Thought ...***

***“In many parts of Zambia illnesses and conditions such as cerebral palsy and epilepsy are believed to be due to evil spirits or a result of wrong-doing in a past life.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

## ***A Challenging Thought ...***

***“The 2000 census showed that 2.9% of the population in Zambia have disabilities.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

## ***A Challenging Thought ...***

***“South Africa has the second highest number of HIV/AIDS patients in the world. Around 1 in 7 of its citizens is infected with HIV. Free anti-retroviral drugs are available under a state-funded scheme.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

## ***A Challenging Thought ...***

***“The Millennium Development Goals ... are not a matter of charity but an obligation in the pursuit of human rights for all. If we fail to keep our promise on the MDGs, we create the conditions for greater human misery and global insecurity.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

## ***A Challenging Thought ...***

***“Poverty will not be eradicated without due respect for human rights.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

## ***A Challenging Thought ...***

***“Over a billion people in this world live on less than \$1 a day, facing grinding poverty.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

## ***A Challenging Thought ...***

***“Over 16,000 children each day die of hunger-related causes.”***

*[Together in Mission - Mission Alive 2010]*



***... Does this Change your Thinking ... ?***

### ***A Challenging Thought ...***

***“Everywhere on earth, ice is changing. New studies show that the soot from stoves in developing countries is second only to Co2 in the damage it causes, particularly in the Artic and Himalayas.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

### ***A Challenging Thought ...***

***“Arctic sea ice is not only thinning but also decreasing in area. NASA images from 2009 show that the ice is disproportionately thin, making it more vulnerable to melting. Arctic sea ice coverage has declined by 40% in just the last 5 years.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

### ***A Challenging Thought ...***

***“Climate change contributes not only to rising temperatures, but also raises the risk of wildfires.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

### ***A Challenging Thought ...***

***“In poor countries in Africa, such as Kenya and Tanzania, warmer weather has increased mosquitoes which carry malaria. African nations say they will need €267 billion per year to fight and adapt to the effects of climate change. People in these nations live in vulnerable areas where they have few if any resources to cope with the effects on their own.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

## ***A Challenging Thought ...***

***“Daily domestic consumption of water by customer is approximately 160 litres in Ireland ... According to the World Bank, 1.1 billion people lack access to clean water and more than 3 million people die each year from preventable water-related diseases.”***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

## ***A Challenging Thought ...***

***“1.02 billion people in development countries go hungry – one child dies every 5 seconds. One in 4 in South Africa goes hungry and as many as one in three, in Sub-Saharan Africa.” [Food Security Statistics 2008]***

*[Together in Mission - Mission Alive 2010]*

***... Does this Change your Thinking ... ?***

We investigated why bottled water is wasteful. This luxury has enormous costs on our environment. ***“I liked it when Jennie from Africa showed us how to tie a baby on your back and wrap a scarf on your head.”***

***“I nearly broke me back carrying the buckets. There is no way I could carry heavy water in a jerry can for hours and hours in the blistering sun. Me body would be in blisters! Every time I turn on the tap to brush my teeth, I stop and think of the African girls carrying water for miles”***

We have choices. Our choices make a difference. For nearly one billion people there is no choice. All they have is dirty, diseased water that is miles away from home.









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