



## The Seven Steps of the Green-Schools programme

The most important aspect of the Green-Schools programme are the seven steps. These steps are the structured element of the programme but it is flexible in the way that you fill in these steps as it suits your school environment, the situation will always vary by school and or circumstances during the year you are working on a specific theme. Therefore it is very important to remember that as long as you do something for each of these steps you qualify to apply for your Green Flag. Environmental education and Global Citizenship education are a lifelong process and as such you are never finished, but your work can be rewarded as long as you follow the 7 step process.

See below for some ideas on how to fill in each of the steps.

### Implementing the 7 steps for Global Citizenship Energy

#### 1. Green-Schools Committee

**Aim:** The Green-Schools Committee aims to direct and address all phases of the Green-Schools Programme. It is the driving force of the programme and should ensure that all the Seven Steps are carried out.

#### Composition and Selection

As you have been working on the Green-Schools programme for a good number of years, by now you will understand that establishing an effective committee is one of the most important aspects of the Green-Schools programme. It is essential that you include pupils, teaching and non-teaching staff; and remember that it is important that the committee is mainly student-led. When you are establishing your committee for the Global Citizenship Energy theme, you should keep in mind that you are also required to maintain and develop the work carried out for all the previous themes. Whether you want to create a committee dealing with all aspects of the programme; or a separate committee for each of the themes is entirely up to you. However, it will be beneficial to allocate different jobs to different committee members so that the tasks are not too overwhelming.

In terms of the Global Citizenship theme, it might be a good idea to encourage as many different nationalities as possible to become involved. This will enhance the committee and the work on the citizenship theme.

#### 2. Environmental Review

**Aim:** To establish the reality in the school before you start making improvements and to inform the actions you might include in your action plan

There are two essential actions we want you to carry out to apply for the Global Citizenship Energy flag.

1. Conduct an Energy Audit
2. Conduct the Global Citizenship Awareness Survey

When carrying out an energy audit in your school the main aim is to find out how much energy you are using in the school and if there are any opportunities to reduce your energy use even further. Check out our website for some information about how to conduct an energy audit.



Top Tip: If possible, it is a good idea to read your electricity and/or gas meter for a period of one week: in the morning when you arrive at school and in the evening when you leave the school. This will give you a good indication as to how much energy is used per day and, more importantly, will tell you how much energy is wasted during the night.

The Global Awareness Survey can be downloaded from <https://greenschoolsireland.org> or can be found on page 07 of your handbook. This survey is intended to be part of your initial environmental review for the Global Citizenship Litter & Waste theme. You are required to do this hands-up survey with a representative sample of the school (4th, 5th and 6th classes will be most suitable at primary level and at least 15% of the school population in secondary should be surveyed) and collate the results.

This survey should be done as early in the school year as possible. Once the initial survey is completed, you will be able to gauge existing awareness levels of the different issues related to Global Citizenship. We would suggest picking one question/topic where the students showed a lack of awareness and focus on improving awareness on that topic throughout the year. We ask you to re-do the survey at the end of the school year as part of the Monitoring and Evaluation step of the programme to gauge what improvements have been made. This process should be repeated in your second- year work on the theme and the results inputted into the renewal application form.

Additional activities:

Learn about the UN Sustainable Development Goals (SDGs). Pick any one of the 17 SDGs and research it

Research the global connections present in your school. Ask: Where are your clothes made? Do you have family or friends that live in a different country? Where does your favorite food originate? Etc. A template of the Global Connection survey can be found on our website in the resource section.

You may find some carbon calculators on <https://www.epa.ie/environment-and-you/climate-change/> these are great tools to show how much greenhouse gas emissions a school is responsible for.

You could also investigate where your energy comes from, where your heating fuel comes from and what impacts your energy consumption has on the local and global community (Climate Change might be a good point to start while investigating this). How do other countries use energy? How do other people across the globe heat their houses? What kind of fuel do they use to cook their food with? These are just a few suggestions but don't feel limited by these, feel free to explore your own ideas too!

Food – Do you know how much energy is used in the production of your food? Check out [www.eatlowcarbon.org](http://www.eatlowcarbon.org) to get an idea about the energy requirements for production of different types of food we eat. Could you introduce a Veggie Day to reduce your environmental impact?

In the previous theme you might have investigated Fair Trade and the fair-trade label, how about checking out the Energy Star label and raise awareness about this? The Energy Star is an international standard for energy efficient consumer products, products that display this label are generally 20-30% more energy efficient than standard models. Check out



[www.energystar.gov](http://www.energystar.gov)

### 3. Action Plan

**Aim:** The Action Plan aims to identify goals and provide a structured timetable for the reduction of the environmental impacts identified in the review.

The Action Plan is the core of the Green-Schools Programme. It is a time-tabled series of specific goals for improvement over a fixed time scale. Quantifiable targets should be set where possible e.g. a further 5% reduction in energy use in nine months.

The Action Plan, if possible, should be linked to curriculum work and have realistic and achievable targets. These goals should be specific and quantifiable where possible with proposed completion dates that will show real success. Success increases confidence and builds enthusiasm for setting subsequent targets.

It is crucial you work out how you will monitor and measure your progress and this should be integrated into your Action Plan. Try to involve all the committee members in the development of the Action Plan, and as much of the school as possible in its implementation.

#### **In summary, your Action Plan should:**

- Be developed from the results of your review
- Contain realistic and quantifiable goals and targets with timeframes, where possible.
- These goals should be displayed at the top of the Action Plan
- Be in table format, identifying action, person or group responsible, and the timeframe for completion
- Be displayed on your Green-Schools notice board.

### 4. Monitoring & Evaluation

**Aim:** Monitoring your Green-Schools programme will ensure that progress towards targets is checked, amendments made where necessary and success celebrated.

As part of the Monitoring and Evaluation step of the programme schools are encouraged to have regular meetings to make sure all actions are working effectively. You can also repeat the survey you undertook for your review, at regular intervals throughout the year to establish if people's knowledge has improved.

Establish if the energy conservation measures you put in place are working by regularly reviewing the situation.

Create graphs and charts to represent the changes you have made and put them up on your Green-Schools notice board.

Do not forget to display your Action Plan on the notice board too!

### 5. Curriculum Work



**Aim:** The aim is to link the theme of Global Citizenship Energy to the Curriculum Work going on in your school. The links are very varied, some examples are provided below

### **SPHE (Primary)**

Promote personal development and well-being.  
Develop citizenship and a sense of personal and social responsibility.  
Promote communication, co-operation and working with others.  
Encourage media awareness.

### **Art**

Creation of posters/murals/fashion to aid the awareness of Global Citizenship Energy and Climate Change.  
Art around the world.

### **Languages**

Source of topics for essays, poetry, etc.  
Promote communication skills, public speaking, debates.  
Potential for many activities involving speaking and writing.

### **Politics and Science (Secondary)**

Identify meaningful action for change, informed by their learning of insights from Green-Schools Environmental Review  
Evaluate ways for acting in the community  
Justify why they might undertake one action instead of others  
Evaluate the impact of actions taken

### **CSPE (Secondary)**

Recognised as a suitable Action Project for Junior Certificate classes.  
Develop citizenship and a sense of personal and social responsibility.  
Promote communication, co-operation, and working with others.  
Encourage media awareness.

### **Geography**

Develop a critical understanding of environmental issues at a local and global level.  
Study of human and natural environments (waste management, sustainable management of resources, farming/fishing practices and impacts etc.).  
Promote communication of ideas, report writing and presentation.

### **History**

Relate to change in lifestyles and society.

### **Maths**

Provide real life situations for mathematical analysis (creation of graphs & charts)



Introduction to database management.

### Sciences

Develop a scientific approach to problem solving.

Encourage responsibility for the environment and promote sustainable development.

Promote communication of ideas, report writing and presentations.

## 6. Informing and Involving

**Aim:** To spread the Green-Schools message throughout the whole school and the wider community through ongoing publicity and a 'Day of Action'.

Your Green-Schools notice board should be one of the most important ways of communicating what you want to achieve in the school and to keep everyone in the school up-to-date with developments. You can also display information on Energy Efficiency and Energy Star label with an explanation about what they mean. Put up information about the Global Goals for Sustainable Development and possibly include current information about Climate Change. Try and keep up-to-date with what is happening in the EU and display this information also.

You should also organise a whole school, Action Day. This could consist of organising a low energy day where everyone tries to use a little electricity as possibly (or, if you are brave enough, no electricity use on the day of action!), or everyone dressing in green and doing curriculum work associated with the theme you are working on or organising a cultural day in your school celebrating all the global connections present in the school? You could display lots of information about all the different cultures including foods, costumes, music etc. Parents might be delighted to help out!

## 7. Green Code

**Aim:** To state the objectives that demonstrate the school's commitment to environmentally friendly actions.

As with all the previous themes, your Green Code should be a statement of the school's commitment to environmentally friendly actions, in this case on a global scale. It should be negotiated by as many of the pupils and staff as possible and it should relate to your action plan and curriculum work. It is important that pupils feel they were involved in developing this code, otherwise they will ignore it. Personal and social education periods offer a good place for discussing the values underlying a common Green Code and provide an opportunity to extend the discussion to personal codes and values. Alternatively, this could take place in tutor time, or in class. A competition is also a good way to ensure everyone is involved and enter the spirit of things. Make sure you display your Green Code on your notice board, you could also publicise it in the local press and send information to parents.