



Seven Steps for the Global Citizenship Energy theme

Primary School example

Examples derived from:

- St Peters National School, 11 teachers and 227 students
- St. Brigid's GNS, Palmerstown, 20 teachers and 360 pupils.

Step 1: Green-Schools Committee

- The committee consists of students from fourth to sixth class, and are selected by the class teacher. There are also teacher reps, the principal, secretary and a parent involved too. The full committee meets once a month though in effect the students meet weekly to administer their different roles for that week.
- The committee consists of pupils from third to sixth class, teacher reps, the school secretary, caretaker and the principal. Some new members join the committee in September but they always keep a few students from the previous year to help with consistency. They work in pairs and each of the pairs are in charge of a junior class so that everyone in the school is kept up to date. They meet every fortnight and give updates at the end of the month in assembly.

Step 2: Environmental Review

Some of the main review findings and actions:

- Parent's awareness of conserving energy in general is quite good. Children's awareness levels were good too and previous flags seemed to have helped in this regard
There is not a wide range of nationalities in St. Peter's – the vast majority of the pupils are Irish. All in all there are about 11 nationalities represented.
There was a need to renew awareness of Fair Trade and Fair Trade products and food sources around the world
A lot of computer screens, whiteboards, projectors and visualisers were left on standby. Messages regarding energy conservation and good practice need to be reinforced on an ongoing basis (i.e. energy guzzlers – immersion, tumble dryers, baths, showers, washing teeth, kettles etc
Litter patrols working well and the school grounds are rich in biodiversity
- The committee completed their global awareness survey and energy audits in October, November and again in June. The results in this year showed that the levels of awareness surrounding global citizenship issues and energy saving were still quite high. All their hard work in previous years had paid off; however they still managed to increase on their results in most questions asked over the two year period. On their energy consumption their figures per person has increase so they put that as an action to try to reduce their energy usage. There has been an increase in the school population and the building was being used more frequently in the evening too.



- 20 nationalities are represented in the school and they displayed the word “Hello” in all 20 languages to welcome those joining mid-year.

Step 3: Action Plan

Here are just some of the actions undertaken by the schools:

- Global awareness surveys and energy audits
- Big travel challenge and 3 fun days throughout the challenge
- Information and tip sheets on Energy saving for parents
- Calculation of carbon footprint
- Reduce Energy Consumption by a further 5%
- To regularly communicate with parents and guardians about green issues
- To increase awareness of interdependence by 5%
- Building of raised beds
- Cycle safety lessons

Step 4: Monitoring and Evaluation

The schools monitor their progress in many ways, some examples:

- Meter reading (gas and electricity) daily using the template provided on the Green-Schools website. Daily averages calculated over a period of time
- “Energy Detectives” monitor and enforce energy saving actions daily i.e. appliances off standby, lights off when rooms not in use, monitors switched off when not in use etc
- Comparison of before and after figures show reductions of electricity usage of between 10 – 20%
- Printing off utility bills to identify reductions (or increases) in monetary cost and KWH usage. This can be done on bi-monthly or annual basis
- Contacted Irish water/Louth County Council to establish annual water usage in litres. Contacted Oxigen to help us establish waste produced by school in kg. Used data from Electric Ireland to calculate annual cost of electricity and gas and also KWH usage. Calculated the number of diesel and petrol cars in use in the school and distances travelled to school. They contacted the school architect to establish the floor area of the building. All this data was entered into the carbon calculator on the Green-School website. They now have a baseline figure with which they can monitor their carbon footprint
- School caretaker and various classes maintain the school gardens
- The global awareness survey completed three times



- Two energy audits conducted
- Monitoring of fruit wastage by using a token system, 20 fruit stickers were stuck on each classroom door. If a full piece of fruit was found in the bin then they lost a sticker. The classroom with the most stickers left was awarded the Compost Green Bear and a night off homework!
- Created a map of “energy hot spots” in the schools and made people aware to remember to switch off the lights etc.
- Continued to track their green travel each week and award the silver boot award every Wednesday.

Step 5: Curriculum Work

By Curricular area:

SESE: History , Geography and Science: Global Warming and Climate Change, Social Inequality /Poverty , Renewable Energy , Fair Trade

Drama and Music : Renewable Energy posters and Antipollution posters

ICT: powerpoints on Social Equality and climate change , bar graphs on energy usage

Maths: recording of meter readings, daily consumption and daily averages. Calculation of percentile increases/decreases; Collection and input of data relating to carbon footprint.

English: essays,films and blogs on social inequality, climate change, Fair Trade, Water and Renewable energy

By class group:

Junior and Senior Infants : Green Travel , Our journey to school. Where does our water come from? My Home and homes around the world, How are they different and how are they the same? Making energy guzzling monsters . Learning “Hello” in other languages . Rodi – A girl from Africa’s story

First to third class: Where does electricity come from?, Energy audits for home and school, The solar system and energy from the sun. The importance of recycling and why. What is pollution. Home around the world. Fossil Fuels vs Renewable energy.

Fourth to sixth class: Nature is powerful-The forces of Nature. How nature helps us-, forests and quarries. Weather and Climate. –weather lore, Ireland’s climate, six different climate types, Ireland’s seasons. Climate Change- Why is it happening? Simple explanation of UN climate change goals. UN Global Goals-What are the goals? How can they be achieved? How can we help? Large display of goals for school notice boards.

Step 6: Informing and Involving

- At assemblies each month, the green schools-coordinator or a member of the Green Schools Committee will address the classes to report any decisions, problems or information relating



to the Green-Schools programme. The Green-Schools Coordinator also addresses staff meetings.

- The Green-Schools themes are embedded in the school curriculum after 16 years participation in the Green-Schools Programme. Green-Schools themes are integrated into most subject areas at some stage during the year. They use assemblies, newsletters, the school website, social media (Twitter), local newspapers and radio station to promote Green-Schools activities. There are Green-Schools notice boards throughout the school.
- **Action Day examples:**
 - St. Brigid's Green Day has been part of the school year for the last 15 years. On this day, which is usually held around St. Patrick's Day, children, teachers, members of staff and parents are invited to come to school dressed in Green. This can mean literally in green or with an environmental twist. They have had recycled costumes made to represent trees, a bus, a solar powered car, a litter bin, a nest box, mother earth to name but a few. The classes parade through Palmerstown so as to inform the local community of their activities and then we have a concert in the school hall with invited guests. We invited children of other nations to dress in their national costumes and to perform a dance/poem/song in their native language.
 - February – Fancy Dress walking bus with over 200 participating between parents and children walking to school
 - March -Tree Tribes launch of the "Irish" Hedge in the centre of the village. Guerrilla gardening and family party organised by 3rd class
 - June – launch of the viewing stand/telescope for Ginnety's pond in the school grounds. Promoting the biodiversity and ecology in Dromiskin

Step 7: Green Code

- **Code example**

S – Sustainable Energy

A – Always Conserve

V – Value our world

E – Everyone on Board the energy train!

- **Code example**

Switch off those lights,

Turn off those screens,

because saving energy is a great way to be green