

**Green-Schools
Projects**

**A Guide For
Teachers**

An Taisce – The National Trust for Ireland is the foremost environmental organisation in Ireland. Its range of interests extends from the natural heritage of land, air, water, flora and fauna, to the heritage of buildings and gardens. Through its local, national and international networks, it seeks to educate, inform and lead public opinion on the environment and influence policy and development. Strategies to achieve these aims include awareness and education projects. See below for Environmental Education Unit Programmes.

FEE (The Foundation for Environmental Education) seeks to promote environmental education by carrying out campaigns and improving awareness of the importance of environmental education. It is composed of a network of organisations which undertake individual projects in their own countries and participate in international efforts. An Taisce as the Irish member of FEE co-ordinates these campaigns in Ireland.

An Taisce's Education Programmes:



Green-Schools

www.greenschoolsireland.org



Neat Streets

www.neatstreets.org



Climate Ambassador

www.climateambassador.ie



Green Campus

www.greencampusireland.org



National Spring Clean

www.nationalspringclean.org



Learning About Forests

www.leafireland.org



An Choill Bheag

www.leafireland.org/themes/an-choill-bheag



Globe

www.globe.gov/web/ireland



Young Reporters for the Environment

www.yreireland.org



Clean Air Together

www.cleanairtogether.ie



Safe Routes to School

www.saferoutestoschool.ie



Blue Flag

www.beachawards.ie



Clean Coasts

www.cleancoasts.org



Green Flag for Parks

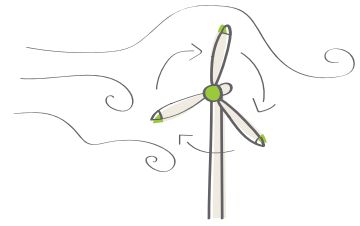
www.greenflagaward.org

Supported By



An Roinn Eanáil,
Aisíde agus Comarsáid
Department of the Environment,
Climate and Communications

Working Together for a Sustainable Future



This handbook was designed with sustainability in mind.

Green-Schools' mission is to protect planet Earth – our shared home to which we all belong – and we want everyone involved! We warmly welcome participants of all backgrounds, cultures, races and ethnicities, religions and belief systems, abilities, sexual orientations and gender identities.

Designed with care – This handbook was thoughtfully designed with the intention of lessening environmental impact and enhancing the reading experience for both students and teachers. The following measures have been implemented:

- To reduce ink consumption, solid background colours have been minimised, and text is printed in 75% black.
- No artwork extends to the edge of the page, further reducing ink usage and ensuring greater consistency when printing with school printers and photocopiers.

Print and design sustainable credentials – To develop this redesign we collaborated with **TheFACTORY.ie**, Ireland's leading sustainable graphic design and print studio. They also produce a small run of printed copies that

are made-to-order, ensuring no excess is produced. These books are printed on 100% carbon-balanced and recycled paper using eco-friendly inks. Both the design and printing processes are powered by The FACTORY's self-generated solar and wind energy.

Take Back Scheme – If you are finished with a printed copy of the handbook please return to **An Taisce, 5 Foster Place, Dublin 2, D02V0P9**. Let's endeavour to give each handbook as many lives as possible.

Please be mindful when printing and photocopying – Only print the pages you need, ensure you only produce the required number of copies, and please print double-sided whenever possible. All of us taking small steps add up to make a big difference!



The Green-Schools programme has helped to transform our schools into beacons of environmental consciousness, nurturing a generation of our younger citizens to become cognisant and mindful of their impact, on what surrounds them, what is precious, beautiful but can be lost, and to understand that we are all stewards of this precious, shared and vulnerable planet.



— President Michael D. Higgins

Sustainable Development Goals

On September 25th 2015, 193 countries adopted seventeen Global Goals to end poverty, protect the planet, and ensure prosperity for all. Each goal has specific targets to be achieved by 2030.



[UN Sustainable Development Goals Video](#)



[Everyone Can Be a Goalkeeper](#)



What are the Sustainable Goals?

Also known as the Global Goals, the Sustainable Development Goals (SDGs) are 17 goals and targets that outline a vision for the future, for people and the planet. They have the power to achieve three great things: end poverty, fight inequality, and address climate change. The SDGs are a great way to introduce different Global Citizenship topics into the classroom.

For more information visit www.globalgoals.org



Working with the Global Goals:

- For the goals to be reached, everyone needs to play their part: governments, the private sector, civil society and people like you.
- Goal 14, 'Life below water', relates directly to the marine environment and you can find lots of ideas and lesson plans on www.globalgoals.org and play your part in reaching the global goals for sustainable development!

A Guide For Teachers

This booklet is designed as a resource for teachers taking part in Green-Schools projects. It aims to inform and guide the successful implementation of all our theme projects.



If you are reading this resource, you are likely teaching at one of Ireland's amazing original Green-Schools around Ireland. These "legacy" schools have been part of the programme for over 20 years and have successfully achieved ALL of the ten Green Flags. Your school's long-standing commitment and dedication have played a vital role in shaping the Green-Schools programme for future generations of students. As a result, we are delighted to invite you to take part in the next exciting stage of our programme's development.

Green-Schools Projects has been designed to help your school continue building on

the Green-Schools themes while keeping students and classrooms engaged through a range of exciting new projects. As students move on and new classes join the committee, our projects are designed to keep the programme fresh and engaging for every new generation of students, while maintaining the achievements and values your school has already established. Most importantly, it allows schools to continue their Green-Schools journey without creating a significant additional workload for teachers.

Green-Schools core themes:

Litter & Waste - Examines the impact of litter and waste on the environment and explores practical means for reducing and minimising the amount of litter and waste produced by the school.



Water - Provides an introduction to the importance of water both locally and globally and raises awareness of how simple actions can substantially cut down water use.



Travel - Suggests ways for pupils, staff and local government to work together to raise awareness of transport issues and come up with practical solutions that will make a real difference to pupils' everyday lives.



Energy - Suggests ways in which all members of the school can work together to increase awareness of energy issues and to improve energy efficiency within the school.



Biodiversity - Examines the flora and fauna present in the school environment and suggests ways to increase the levels of biodiversity around the school and raises the pupils awareness of the biodiversity and nature.



Global Citizenship - Examines what our rights and responsibilities are on a National, European and Global scale and encourages staff, students and parents to look at the impacts our consumption habits have on other parts of the world.



How Does It Work?

Schools have the opportunity to participate in a short project in year one, followed by a second year dedicated to reviewing and maintaining the actions achieved through previously awarded Green Flag themes. Green Flags will continue to be renewed every two years through the standard renewal application and assessment process.

Each project has its own guidance document located on the Green-Schools [project page](#) and will be sent directly to schools at the start of the school year.

The Green-Schools Project phase is grounded in active learning, critical thinking, and inquiry-based learning, providing students with an immersive and engaging experience. While we recommend that one class, or the Green-Schools Committee and Coordinator, leads the project, there will be many opportunities for the wider school community to become involved.

In order to implement the Green-Schools programme most effectively, the Green-

Schools office encourages schools to resist taking on more than one project during the two year renewal period. Schools begin by revisiting the Litter and Waste theme and will be assigned a project related to this theme for example food detectives or fast fashion. As projects develop, up to three project options will be made available per theme. You will receive materials providing information on how best to implement the Green-Schools project for each theme starting back with Litter and Waste. This may vary dependent on Green-School capacity. Upon renewal of the award, schools will be invited to undertake a different GSP theme related to water or travel for example.

The sequence of the themes is outlined below:



GSP Flowchart

School invited to
a project theme



Step 1 (of 7 steps): Green-Schools committee is formed by students representing all classes as best as possible



Maintenance of
the project theme



GS Committee becomes PROJECT MANAGERS

- They introduce the project theme to the whole school
- They select a class group that will work on the project



Class group follows 5 Modules:

- 1 Discover Project Topic
- 2 Choose and get to know a character
- 3 Define the problem
- 4 Generate and choose a solution
- 5 Build, present and reflect



Class teacher carries out the student/teacher survey in class group once project is completed (by end of 5 modules)

7 Steps (continued):

Step 2: Environmental review: mini review on project theme at beginning of your first year

Step 3: Mini-action plan: assign actions across the school to reduce environmental impacts identified in environmental review.

Step 4: Repeat initial review at regular intervals to assess progress of actions – adapt actions if necessary

Step 5: Curriculum links to project theme (see handbook or website)

Step 6: Inform and Involve: the class group gets an opportunity to present their solutions to the school and the school (or committees) choose one solution that they will implement at school level

Step 7: Project Slogan



Before the end of March of 2nd year:

- Organise renewal visit with Environmental Awareness Officer or Green-Schools Officer
- Complete renewal application form
- Please note you have until the end of the second year to work on your project theme

Maintenance of Project Theme
by GS Committee

Green-Schools Project class work
(one class group/school)

What Are The Benefits?

Green-Schools Projects phase develops future ready skills. Future-ready skills benefit students by preparing them not just for their first job, but for a world where technology, workplaces and societal needs are constantly changing. These include:

- **Critical thinking:** They become better at analysing information, questioning assumptions and making informed decisions.
- **Problem-solving:** Students develop the ability to identify challenges, explore solutions and take practical action.
- **Creativity and innovation:** They are encouraged to think differently, generate ideas and develop new approaches.
- **Communication and collaboration:** Students learn how to express ideas clearly, listen to others and work effectively as part of a team.
- **Digital and media literacy:** Students become better equipped to navigate technology, assess information and recognise misinformation and greenwashing.
- **Active citizenship:** Students are better equipped to understand complex issues such as climate change and sustainability and to participate meaningfully in creating solutions.
- **Confidence and resilience:** Students gain experience tackling unfamiliar problems, learning from mistakes and adapting when things don't go as planned.
- **Career readiness:** These transferable skills are valuable across almost every career and help students understand how their school learning connects to the world of work.



What Does It Require?

- The support of the Principal and Board of Management
- The willingness to involve young people in decision-making and action at every stage
- Active involvement of staff and support from parents and the local community
- The willingness to take action to instigate long-term change.

Background

From 2022–2024 the first schools to complete all themes moved onto Primary Climate Ambassadors (PCA) open to 2nd–6th class with an objective to link in all core and global citizenship themes whilst Green-Schools projects were developed. In 2023 the first 8 schools were awarded PCA. As of 2026, 29 schools have been awarded a flag for primary climate ambassadors.

During this period Green-Schools reviewed the future development of the programme with surveys and focus groups with various stakeholders including staff, teachers, funders, Environmental Awareness Officer and hundreds of long term Green-Schools co-ordinators. This feedback became the foundation for Green-Schools Projects.

Development

The surveys highlighted a strong appetite for flexible, bite-sized projects rather than the introduction of additional themes. Green-Schools coordinators informed us that while they valued all of the existing themes, it was often difficult to revisit topics within each of the themes once that flag was achieved. The opportunity to return to previous themes with new groups of students and explore them in greater depth through practical, project-

based learning was highlighted. Projects allow schools to maintain the momentum of their sustainability work while revisiting and building on previous learnings. The second year of each project has been specifically designed to give schools the opportunity to revisit the theme. During this pilot phase, these projects were pre-selected, but our long-term vision is to provide schools with a structured pathway similar to the core Green-School themes from Litter and Waste projects to Global Citizenship project offerings.

**“The best way
to predict the future
is to create it.”**

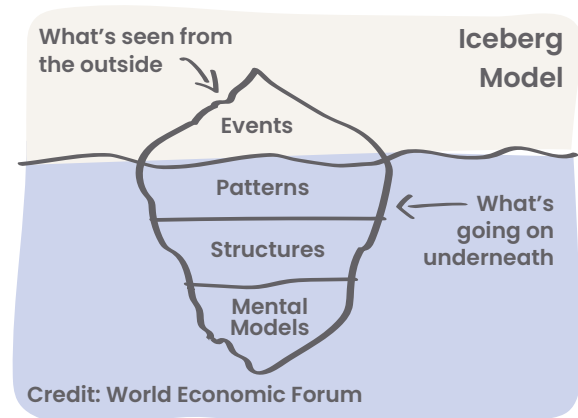
— Peter Drucker

Key Elements of Green-Schools Projects

1 Active Learning The development of Green-Schools Projects was guided by the principles of design thinking—a human-centred approach to problem-solving that encourages creativity, innovation, and collaboration. This approach has shaped both the design of the programme and the projects themselves, giving students a framework to identify challenges, explore ideas, and develop meaningful solutions. While some projects are currently being piloted, we will continue to expand and refine the programme, introducing new projects based on active learning in the years ahead. Through these projects, students will also develop essential future-ready skills, including critical thinking, creativity, communication, collaboration, leadership, problem-solving, and digital literacy. These transferable skills will help equip young people to navigate an increasingly complex and rapidly changing world.

2 Critical Thinking Rather than telling young people what to think, each project will encourage the development of critical thinking skills, with each subsequent project building on their critical awareness. Instead of just learning 'how things are' in the world, students can use this opportunity to ask 'why?', and 'how could things be different'? Green-Schools Projects will support young people to listen and apply empathy to learn from a diverse range of perspectives, especially those most affected by pollution, overconsumption or development issues and injustice, and to formulate their own understanding of local and global environmental issues

3 Systems Thinking: Systems thinking is a way of understanding how people, places and processes are connected. It encourages students to explore relationships within a system, recognise patterns and consider the wider impacts of their actions to develop sustainable solutions to real-world environmental challenges. Green-Schools Projects support systems thinking by empowering students to take action in their own lives and communities, while also challenging systems that create environmental issues and inequalities in the first place. This approach equips students with valuable skills for the future workforce.



4 Action: Green-Schools Projects empower students to lead meaningful action within their school and wider community to create positive environmental and social change. Projects focus on issues that matter to students, encouraging them to apply their learning in real-world contexts through informed, solution-focused action. By taking action both individually and collectively, students develop the confidence, skills and agency to become active citizens capable of influencing lasting change.

Getting Started

The Green-Schools committee become Project Managers. They are the driving force of the programme and should ensure that all of the 7 steps are maintained. At the start, they oversee choosing the topic they want to work on – they are the **PROJECT MANAGERS**. The project managers open an application process whereby each class in the school can 'apply' to work on the project. Project managers pick the best application and that class can begin work on the project.

Students work in teams of three to explore the topic assigned. They will choose a real character with a problem connected to the Topic, and design a solution together. It is designed to be run over several sessions or compressed into one or two full project days.

Class Selection (Optional)

It is important to note that there is no set formula or rules for class selection. Often it might be simply a class that has capacity that year or you may have several classes interested. Perhaps your Green-Schools committee wish to take this one. It is up to the Project Managers to decide what will work best for the school. If there is several classes interested in 'applying' to work on a project topic and you are unsure how best to select a class, then you can refer to this [Template here](#).

Students work in small teams (teams of three is the magic number if it suits your classroom

environment) in the chosen class to explore the topic assigned. They will choose a real character with a problem connected to the topic and design a solution together. The project supports children to think critically, work collaboratively, and take creative action on global issues that show up in local life. It is designed to be run over several sessions or compressed into one or two full project days.

What Students Will Do

Over the course of the project, students will:

- Explore the Topic
- Choose a character whose life is affected by the Topic
- Get to know their character and understand the problem they are facing
- Generate lots of ideas for possible solutions
- Develop and build their best idea as a prototype
- Present their solution and reflect on what they learned

Key competencies (Primary Curriculum Framework 2023)

The project develops all four key competencies across its five modules:

Competency	How it shows up in this project
Communicating	Students present their character's problem and explain their solution to the class
Collaborating	All work is team-based, students share roles and make decisions in their teams of three
Being creative	brainstorming activities push children to generate many ideas before selecting one to develop
Being an active learner	Students drive their own enquiry - they choose their goal, their character, and their solution

What You Need

Basic materials:

- A4 paper or project books
- Pencils, markers, crayons, colouring pencils
- Scissors and glue sticks
- Sticky notes (for ideation activities)
- Blu Tack or tape (for displaying the above ideation)

For prototyping (Module 5)

- Recycled materials – cardboard, bottle caps, fabric scraps, paper tubes

OR

- Modelling clay or playdough
- Building blocks, LEGO, or junk boxes
- Old magazines or newspapers

Optional

- Tablets or devices for research
- Digital camera or phone for photos of finished prototypes
- The active process of creating ideas similar to mind mapping and brainstorming activities

Information pack for each topic can be found on the Green-Schools website, including:

- Topic Information
- Character stories (one sheet with all characters) (only if it fits in with your topic, but very engaging activity, they have to place themselves in someone else's shoes and look at the topic from their perspective)
- Character profile worksheet (one per team)
- Problem statement template (one per team)
- Ideation activity sheets, A-Z and Flower Power (one set per team)
- Idea brainwriting sheet (one per team)
- Prototype sketch sheet (one per team)
- Student reflection survey (one per child, completed at the end of Module 5)

Please visit greenschoolsireland.org/the-programme/projects/ to find printed templates for each topic or scan the QR code below.



How Long Does It Take?

Generally, each project works across five modules. Each module has a suggested time, but you can adjust to suit your class. Please refer to your themed project guide as specific timings and number of modules will vary per topic. The table below outlines a general outline.

Module	Activity	Suggested time
1	Discover the (Project Topic)	40–60 minutes
2	Choose and get to know your character	30–40 minutes
3	Define the problem	20–25 minutes
4	Generate and choose a solution	45–60 minutes
5	Build, present, and reflect	60–90 minutes

Taking It Further

Some classes will want to do something with their solution beyond the classroom. Here are a few ideas:

- Share prototypes at a school assembly or with parents at an open afternoon.
- Write to a local councillor, business, or community organisation about a problem the class identified.
- Choose one solution to actually try to implement – even a small version of it – in the school or local area.
- Share the project with your Green-Schools Committee and see whether it connects to any of your current flag topics.

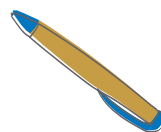
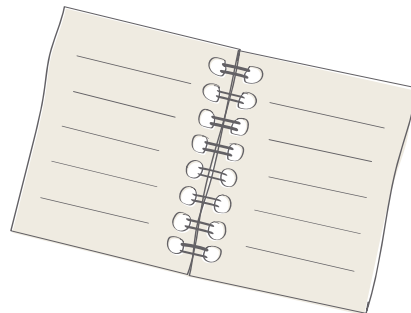
Assessment Tools (Necessary)

These tools gather structured evidence of learning' and are the only required surveys for your project work

Observation Checklist (teacher use)

Tick what you observe across the five modules.

What to look for	Yes	Partly	Not Yet	Notes
Participates actively in group discussions				
Shows understanding of at least one SDG				
Demonstrates empathy in character work				
Contributes original ideas during ideation				
Works collaboratively with teammates				
Engages creatively with prototyping				
Reflects thoughtfully on their learning				

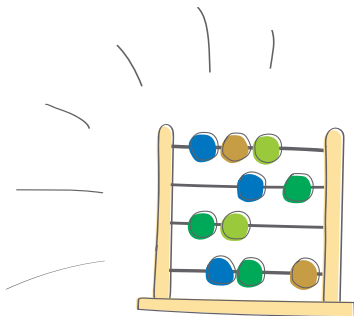


Assessment Tools (Optional)

Prototype and Presentation Rubric

Use this if you want to give structured feedback on the final presentation.

Criteria	Strong (4)	Good (3)	Developing (2)	Beginning (1)
Problem clarity	Clear and well understood	Mostly clear	Partially clear	Unclear or vague
Creativity of idea	Highly original	Creative and workable	Some originality	Limited creativity
Team collaboration	All contributed equally	Most contributed	Uneven contribution	Little teamwork evident
Prototype quality	Well built and detailed	Clear effort and function	Basic, needs work	Incomplete or unclear
Presentation	Confident and engaging	Mostly clear	Basic delivery	Unclear or rushed
Link to a Global Goal	Strong and specific	Clear connection	Partial connection	Weak or missing



Maintaining and Renewing your Green Flag

Green-Schools Projects 7 Step Review

Projects follow a **simplified version of the Green-Schools Seven Steps**. Rather than repeating the full process, schools use a **streamlined version** of the methodology by completing mini reviews, set focused action plans, and monitor progress using

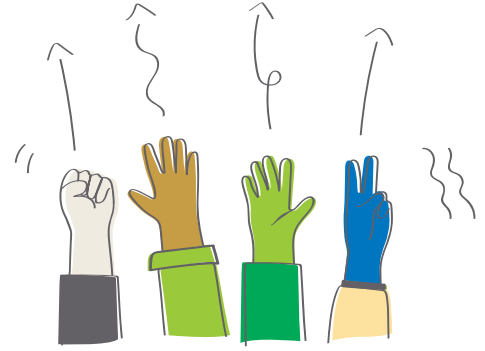
only the data needed to guide and evaluate their actions. This approach reduces the administrative burden while ensuring continuous improvement and ongoing student leadership.

The following pages cover each of these seven steps in detail.



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 of the 7 steps are carried out.



The Green-Schools committee become Project Managers. They are the driving force of the programme and should ensure that all of the 7 steps are maintained on their maintenance theme. Ideally, the committee should be as representative of the whole school as possible. They oversee choosing the topic they want to work on – they are the PROJECT MANAGERS.

They share the facts from the provided fact sheet with the whole school, additionally Green-Schools provide a short presentation with facts and ideas for solutions. These are shared by the committee to the whole school through communication campaigns.

Ideas for communication campaign:

- Communication take-over with posters and announcements.
- Presentation to the whole school at assembly.
- Presentations/talks to individual classes.
- The project managers open an application process whereby each class can apply to be chosen to work on the project.
- Project managers pick the best application and that class then works on the project.

Regarding size and operation of the Green-Schools committee itself, just like in previous themes, it should be remembered that there is no set formula or rules for a successful committee. Often the committee is made up of volunteers from the student body as well as teachers and other interested members of the community. In some cases schools will go through a full election process with manifestos, election speeches, canvassing, election posters, and ballots in order to fill the various positions on the committee!

The committee may take different forms depending on the age and ability of the students. A formal committee where the members are assigned different roles e.g. Chairperson, Minute Taker, Timekeeper etc. has worked well even with young students but less formal committees are fine if they achieve the same purpose. However informal it is, the committee should be representative of all and should keep records of meetings held and decisions made.

[Click here](#) for our top tips to form a Green-Schools Committee.

2 Environmental Review

AIM: The aim of the review is to identify the initial situation within the school regarding the environmental theme under investigation (e.g. litter and waste, energy etc.).



Essential Action

The GS Committee or class that completed the project will complete this [Student Survey](#).

In addition the Green-Schools committee conducts a mini review to identify the initial situation within the school regarding the project theme under investigation (e.g. litter and waste for food detectives, travel for travel detectives etc.)

Schools are encouraged to come up with their own ideas to build on their environmental review, in order to gain a full understanding of any issues present within the school.

Top Tips

At the time of renewal, the teacher/student awareness survey should be carried out. Check the project page for survey: <https://forms.cloud.microsoft/pages/responsepage.aspx?id=twM0m0-jH027QRHDQ6H8xyEQdRgezIBEt7yjQltG29VUOFRFMjRCSEdEUVFXTVRZNFEOVFdBQVRFMiQIQCN0PWcu&route=shorturl>

Download the theme specific application forms from www.greenschoolsireland.org/apply and use it as a guide to completing the seven steps.

The Environmental Review allows you to:

- Assess the initial situation of the school
- Identify areas for improvement
- Gauge progress of the Green-Schools Programme
- Help students and the rest of the school community understand the impacts
- Help to prioritise the actions to be taken

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 aims to identify goals and provide a structured timetable for the reduction of the environmental impacts identified in the mini review.
- It should always be developed from the results of the mini review and survey.
- Actions should be assigned across the school so as to maintain whole school involvement during the project work.
- It should be displayed on your Green-Schools notice board; Include regular monitoring, and update if and when necessary.

It is essential to include **three examples of actions** demonstrating how your current project theme (e.g. Litter and Waste) is being maintained. Try to involve the project managers and each of the committee members in the development of the action plan, and as much of the school as possible in its implementation.

Top Tip

The action plan is not a review of the work that has already been carried out, but a list of future targets and goals of your programme and a detailed description of the actions to be implemented (and by whom) within specific time frames in order to achieve those goals

Example Action Plan

Action	Person Responsible	Target Date	Achieved
Organise a Bin Warden rota - rota of students to check bins and ensure all bins are empty.	Green-Schools Committee, All Classes.	Within the next two months.	✓
Design posters for bins to inform students and staff what material goes into each bin.	5th and 6th Classes.	By the end of October	✓
Organise 'Waste Free Day' in school to highlight the amount of waste everyone usually produces.	Green-Schools Committee and Green-Schools Co-ordinator.	By November 21st.	✓

4 Monitoring and Evaluation



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

Monitoring and Evaluation

By monitoring and evaluating your progress, you help ensure the Green-Schools programme remains credible, effective, and evidence-based.

Project managers and/or the committee should repeat any initial surveys carried out during the environmental review once tasks from the action plan have been achieved. The committee should regularly check in with the class group carrying out the project work. This enhances whole-school awareness by highlighting the successes of your Green-Schools programme. This can provide a 'feel good' factor about the achievements and progress to date and continue motivation and participation at a whole-school level.

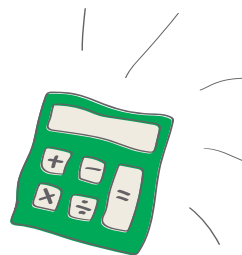
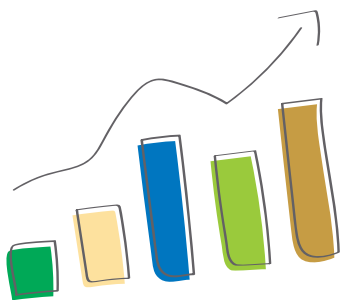
Encourage the creation of roles such as energy, water or waste officers who can do mini audits.

Publicise your results

Make sure the whole school is aware of your progress by displaying any results and figures prominently in the school (e.g. on your Green-Schools notice board, school newsletter, assembly, school website, etc.). Remember, successes should be celebrated loudly.

Top Tip

A simple way of envisaging your monitoring programme is to think of it as a number of 'mini' reviews. The unit of performance chosen for your environmental review may now also be used in your monitoring process (e.g. number of bins going to landfill weekly, electricity costs per month, water consumption per student per year etc.). This allows easy comparisons with the initial results of your review and thus proper evaluation of the rate of success of your action plan.



5 Curriculum Work

AIM: To integrate the Green-Schools programme with the curriculum work of the school when and where possible.



Green-Schools Projects support active learning across several subject areas in the Irish Primary Curriculum Framework (2023). It develops the key competencies of communicating, collaborating, being creative, and being a digital learner, alongside subject-specific learning outcomes. Integrate the Green-Schools programme with the curriculum work of the school when and where possible. Most schools are already incorporating a variety of environmental issues into the curriculum. This will be covered by the groups and or classes taking part in the project work.

Top Tip

Each themed handbook or GSP info pack shows in greater detail how and where the Green-schools programme can link with the curriculum.

Other links can be identified by teachers as the committee encourage maintenance work. Each themed handbook or GSP info pack shows in greater detail how and where the Green-Schools programme can link with the curriculum.

Subject	Curriculum area / strand	What children do in this project
SPHE	Myself and the wider world	Explore how global issues connect to their local community, develop empathy through character work, practise listening and group decision-making
Geography	People, place, and environment	Identify local and global environmental and social issues, explore how people affect and are affected by the world around them
Visual Arts	Construction and design	Sketch, build, and present a model or campaign prototype using a range of materials
English	Oral language, reading, writing	Discuss and present ideas, write a problem statement, create a short narrative from a character's perspective
STEM / Digital Learning	Problem-solving and design	Apply a structured process to explore a problem, develop an idea, and build a solution, use digital tools optionally for research and presentation

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'.



Spread the Green-Schools message throughout the whole school and the wider community through ongoing publicity and a 'Day of Action'. Mainly covered through the groups and or classes taking part in the project work.

This is mainly covered through the project groups and or classes taking part in the project work. This is an opportunity to invite in the wider school community to present project work and encourage collaboration.

Top tip:

Contact your local newspaper and ask them to publicise details of the success of your Green-Schools programme as detailed by the students.

Methods of informing the school and wider community should still include:

- A special Green-Schools notice board in a prominent position for students and visitors to see.
- The use of a school newsletter to publicise the programme, or if possible create a specific Green-Schools newsletter or social media account where appropriate for the group
- The use of assemblies to announce success in achieving targets or for children to present their research and results.
- Exhibitions of project work, both in school and in the wider community.
- Making use of local press and radio.

7 Project Slogan

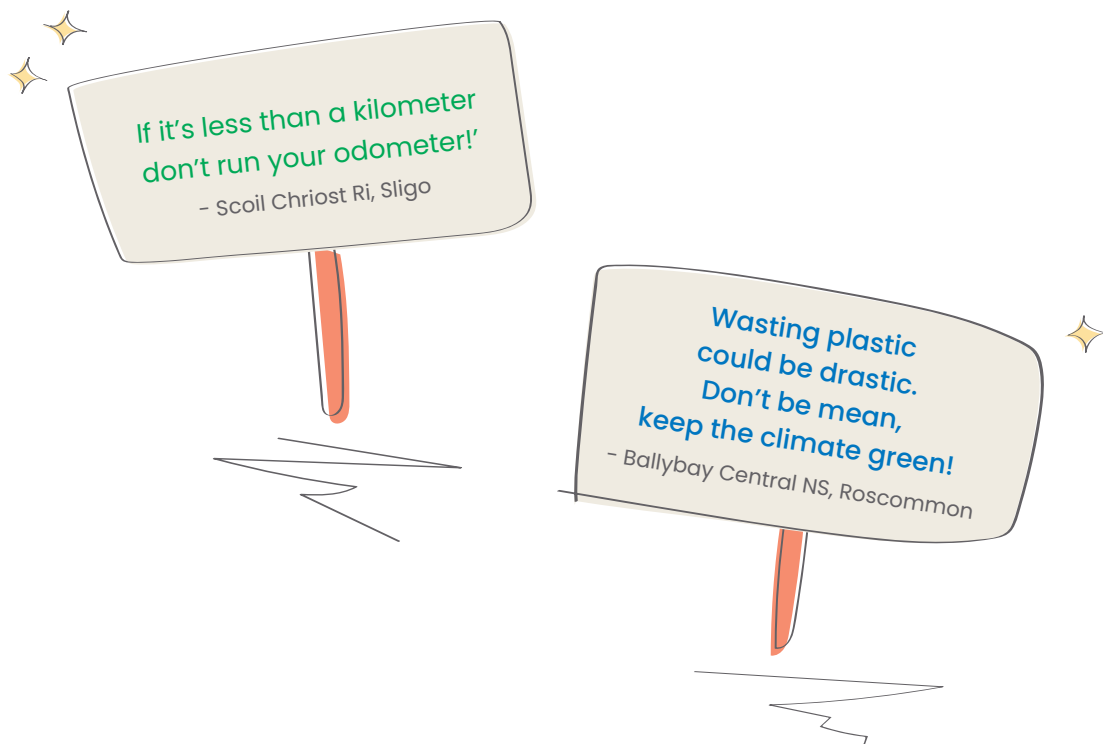
AIM: To state the objectives that demonstrate the school's commitment to environmentally friendly actions.



The project slogan should state the objectives that demonstrate the school's commitment to environmentally friendly actions. The slogan should address the topic and goals of the project-based work taking place in the school. The slogan should be displayed somewhere prominent (e.g. your Green-Schools notice board or school journals). It is important that students feel they have had involvement in developing this slogan, as this will give them greater reason and encouragement to follow it. Many schools have used a competition to develop their slogan. This is also a good way of informing and involving the whole school.

Top Tip

The Project Slogan can be an excellent 'hook' for informing and involving the whole school. Some schools have turned their slogan into a 'rap', poem or slogan that all students and staff can use.



Relevant Programmes & Campaigns

There are lots of other great initiatives schools can get involved with
While working on Green-Schools Projects:

National Spring Clean

Run throughout the month of April, National Spring Clean is Ireland's largest anti-litter campaign, with three main objectives to:



- Heighten awareness of litter and waste issues.
- Encourage clean-ups throughout the month of April.
- Promote sustained practical involvement in looking after the environment

To get involved, log onto www.nationalspringclean.org or call 01 400 2222.

Secondary school Initiatives

Our Secondary Schools initiatives have something for everyone, and connect you to a bigger network of your peers.

- Lets Fix Fashion
- Young Reporters for the Environment
- Water Ambassador
- Marine Ambassador
- #AndSheCycles Ambassador
- TLDR: Global Goals Bookless Club
- Climate Ambassador

For more information visit <https://greenschoolsireland.org/the-programme/projects/secondary-schools-initiatives/>

Clean Coasts

The Clean Coasts programme works with communities to help protect and care for Ireland's waterways, coastline, seas, ocean and marine life. Schools can:



- Sign up as a Clean Coasts group by adopting their local aquatic environment and registering on the website, www.cleancoasts.org
- Organise actions, such as clean-ups and awareness raising events with support from the Clean Coasts programme.
- Get involved in Clean Coasts initiatives, such as: Think Before You Flush. Think Before You Flush is a public awareness campaign about our wastewater systems and how items flushed down the toilet can end up in our marine environments.
- 2 Minute Beach Clean/ 2 Minute Street Clean – take two minutes out to do a beach/ street clean.

For more information on becoming a Clean Coasts group www.cleancoasts.org Tel: 01 4002210 | Email: cleancoasts@antaisce.org

Global Goals Book Club

Explore our carefully curated selection of books through the lens of the Global Goals with your students and inspire global citizenship in your classroom. Our Global Goals Book Club resources are free to access and download. We have a lot of great activities to accompany each book. Opportunities to engage further are available through the Global Goals Book Club Membership.

Find out more here <https://greenschoolsireland.org/the-programme/projects/global-goals-book-club/>

Green Flag Renewal and Application Process



To renew your flag, you will need to arrange a renewal visit in the second year of your project theme. The visit can take place at any time (it must be completed before you submit your renewal application form by the end of March in the 2nd year of your renewal) and the purpose of the visit is to allow An Taisce to see that you have an active Green-Schools programme in operation. You do not need to have completed every step before the renewal visit, and remember that Green-Schools is a long-term, ongoing programme. To arrange your renewal contact Green-Schools or your Local Authority Environment Section.

To apply for your Green Flag renewal, a school must have completed the following criteria:

- 1 Completed a project in year 1
- 2 You are currently in at least your 2nd school year of working on your current theme
- 3 Completed all the 7 steps by the end of the 2nd year of your theme
- 4 Completed a renewal visit with a local environmental awareness officer or Green-Schools officer

Application Form

Application forms must be submitted by the end of March every year, application forms received after this date will be processed the following school year. A short renewal form is available from [here](#). The Apply page has instructions on how to access the form and links to the form. The application form can be accessed at any time and will save your data until you are ready to submit. The forms

will also allow you to upload any supporting documents or images you wish to share with Green-Schools. When you submit your schools application form, a member of the Green-Schools team will look over your application and you will be contacted if any information is missing or unclear.

There is a document to guide you through the Green Flag application, which can also be found at greenschoolsireland.org.

If you are successful with your application your school will receive: An invitation to attend the Green Flag Award Ceremony where your school will be presented with a Green Flag and a Certificate.



Green-Schools
Tel: 01 400 2222
Email: info@greenschoolsireland.org
www.greenschoolsireland.org



Supported By



An Roinn Eanáil,
Aonaid agus Comarsáid
Department of the Environment,
Climate and Communications