

Green-Schools

Autumn Seminar 2022



Global Citizenship Food & Biodiversity Theme

Green-Schools is in the: Environmental Education Unit of An Taisce



Green-Schools: The Programme



- **International Environmental Programme**
- **Award Scheme**
- **Long-term programme**
- **Holistic**
- **Ethos**
- **Whole-school Action**

Green-Schools for Everyone – Inclusivity Statement

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. Equity, diversity and social justice are fundamental to our values – so whoever you are, we can't wait to have YOU involved

Green-Schools: In Ireland 2022



- >92% of all schools in Ireland
- 3,708 schools registered
- 3,398 schools awarded
- 81,013 teachers
- 889,612 pupils



Green-Schools Themes



What is Biodiversity?

Biodiversity, or *biological diversity*, is the variety of life forms; from the tiniest flower on your lawn to the largest animals at sea



A high level of diversity is considered to be very important and desirable.

Why is Biodiversity important?



Why is Food an important topic?



Environmental

Litter & Waste ✓

Energy ✓

Water ✓

Travel ✓

Biodiversity ✓

Personal

Diet ✓

Activity Levels ✓

Mental Health ✓

Behavioural issues ✓

Social skills ✓

Practical life skills ✓

Knowledge ✓



Does Green-Schools Make a Difference?



GREEN-SCHOOLS SAVINGS 2021/2022



642 schools awarded

LITTER&WASTE

53 first green flags awarded
77% of schools reduced their landfill waste
57% carried out a community clean up



WATER

88% of schools had excellent awareness about water
77% have a water butt and/or a rainwater harvesting system and 56% carried out a cleanup of a beach/river/canal



TRAVEL

86% of schools recorded an increase in sustainable travel
20,725 students participated in 855 WOW days



BIODIVERSITY

77% of the students understand how to help biodiversity.
3608 trees planted and 304 new bug hotels



GLOBAL CITIZENSHIP

30,000 students increased knowledge on global citizenship to good and even excellent
528 Irish students participated in the Global Classroom project

MARINE ENVIRONMENT

95% of schools investigated marine litter prevention
59% of schools investigated Global Goal 14: Life Below Water



FOOD AND BIODIVERSITY

100% of schools grew crops on their school grounds
52% of schools did Cooking Skills Workshops
More than 95% of schools took part in two or more cooking activities



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2021/2022 Food and Biodiversity Schools in review



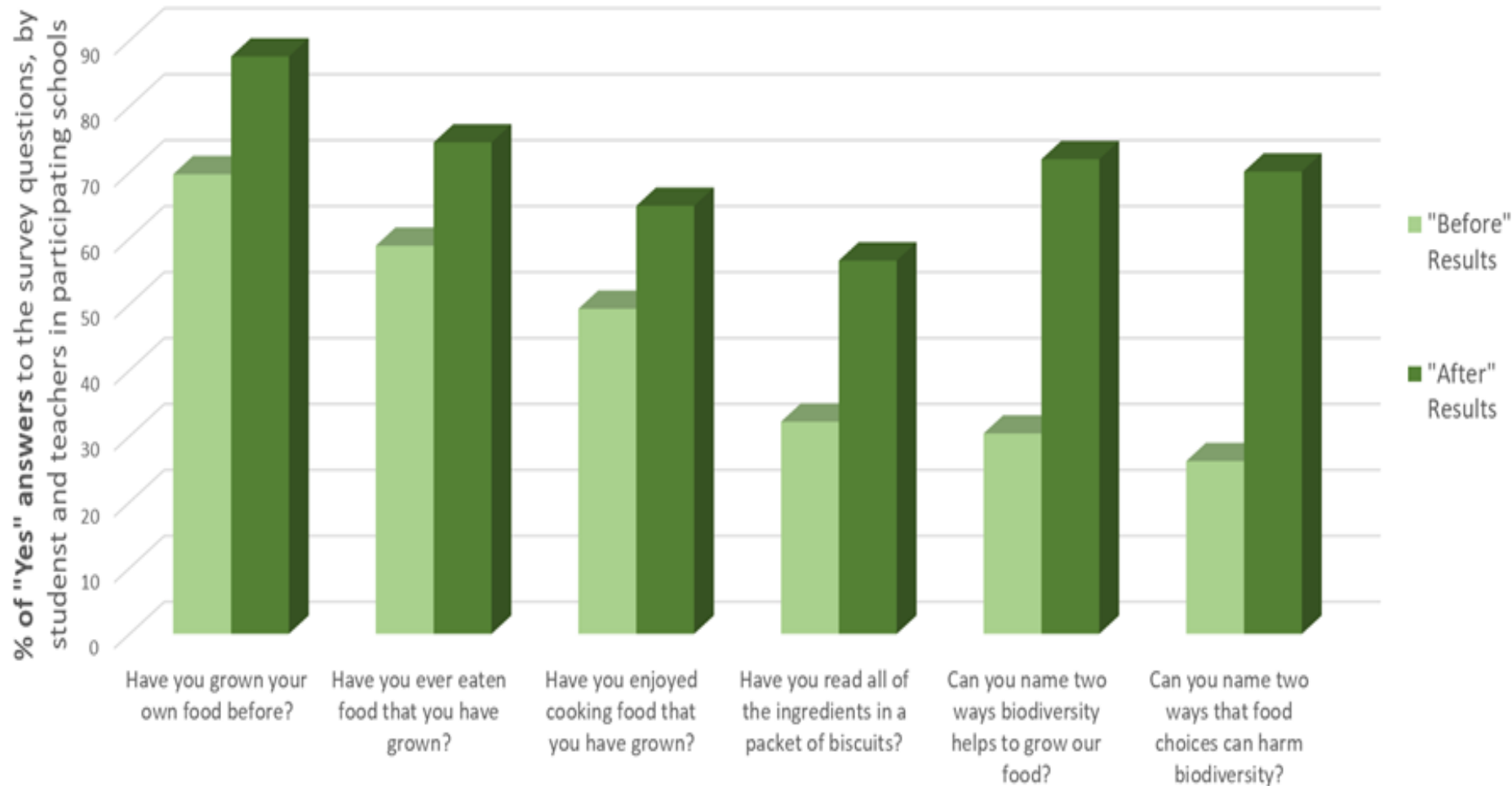
**>95% of schools
planted carrots**

**On average schools
planted 7 different
types of crops**

**>50% of schools tried 4
or more cooking
activities!**

Survey Results 2020-2022

Food & Biodiversity Theme - Awareness Survey Results 2020-2022



Green-Schools 7 Steps

For the Food & Biodiversity Theme



Step 1: Green-Schools Committee



Step 1: Green-Schools Committee

- **Essential**
 - Students (N.B. student led)
 - Co-ordinator
- **Optional**
 - Sub-Committee for previous theme
 - Other staff
 - Parents
 - Community Members
- Remember! Whole school involvement!



Step 2: Environmental Review (.....before you take action!)

There are 2 Essential Actions:

1. Food and Biodiversity Awareness Survey
2. Compile a Food Habitat Map

Other optional actions:

1. Assess Soil Health
2. Assess school grounds biodiversity



Food and Bio Awareness Survey

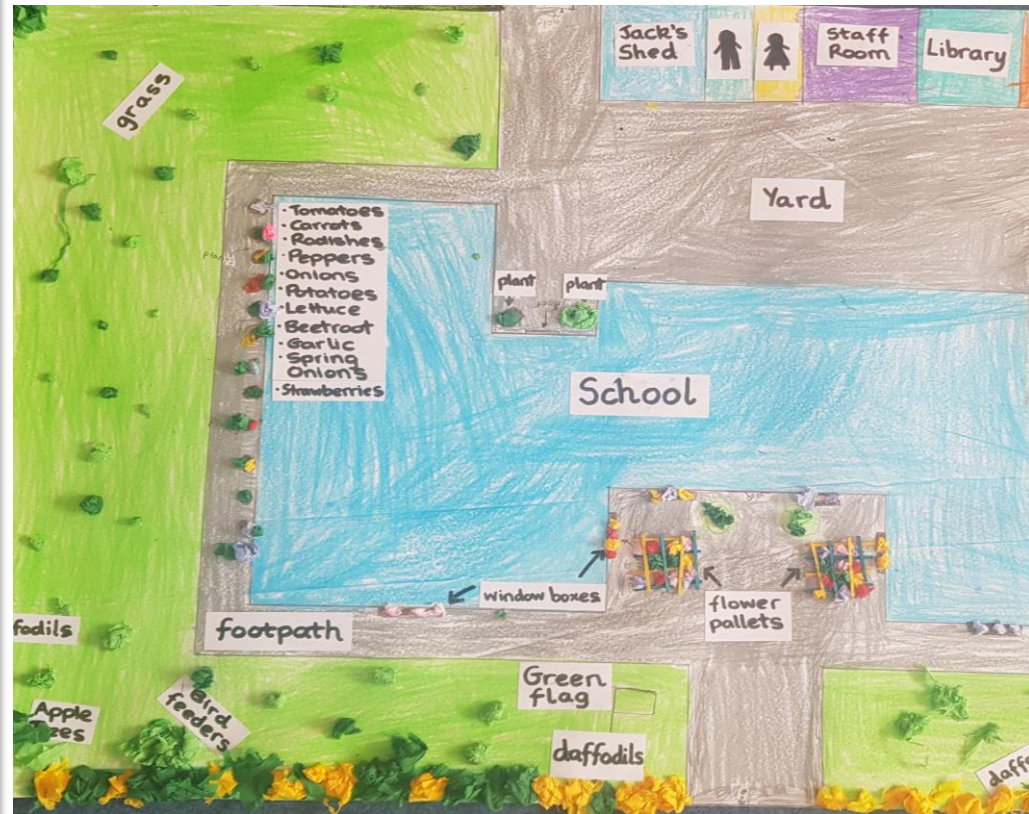
1. What % of students and staff have grown food before?	
2. What % of students and staff have eaten food that they have grown?	
3. What % of students and staff have enjoyed cooking food that they have grown?	
4. Which of the following plants do you think grow in Ireland? Examples given.	
5. What % of students have read all of the ingredients in a packet of biscuits?	
6. What % of students and staff can name two ways that we need biodiversity to help us grow our food?	
7. What % of students and staff can name two ways that our food choices might actually harm biodiversity?	

Food Habitat Mapping

- Provide a base to plan improvements
- The map will show:
 - layout of school
 - any and all types of food related items on it including:
 - veg patch/fruit trees/raised beds
 - wild food areas
 - the school canteen
 - food waste bins
 - vending machines



Food Habitat Mapping



Step 3: Action Plan

Over-arching aims...



- 1) Increase food literacy
 - Food labels
 - Environmental impacts of food production
- 2) Increase practical knowledge & skills
 - In the garden
 - In the kitchen

Step 3 – Action Plan

	Autumn / Winter	Spring	Summer
Year 1	Introduction to Theme	Grow Crops	Harvest Celebrations
Year 2	Study 'Global Impacts'	Grow Crops	Harvest Celebrations



Step 3: Action Plan

The Crops

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Vegetables												
Beans, French												
Carrots												
Lettuce, Mix												
Peas, Garden												
Peas, Mange Tout												
Peas, Sugar Snap												
Potatoes												
Radish												
Spinach												
Spring Onions												
Onions												

- Coordinators given list
- Coordinators to assign crops to classes, with Harvest Recipes in mind for May-June time.
- Schools are not asked to grow anything over the summer, but can if they want.

Step 3: Action Plan

The Harvest



- Coordinators given list of Harvest Recipes
 - Linking to crops
 - Varying cooking methods
 - No cook
 - Hob cook
 - Oven cook
- Coordinators to distribute these to classes in Spring, with crop cards, to help inform choices.
- School runs a number of 'harvest feast' celebrations May-June.

Sample Growing & Harvesting Actions



Sample Cooking Actions



Step 3: Action Plan The Global Topics Cards



Coordinators given list and decide with Committee on one core theme for the whole school to study

1. Our Diet and our Rainforests
2. Pesticides and Wildlife
3. Our Diet our Climate
4. Protecting Pollinators
5. Food Waste
6. Food Miles
7. Who is your farmer?
8. Crop Diversity

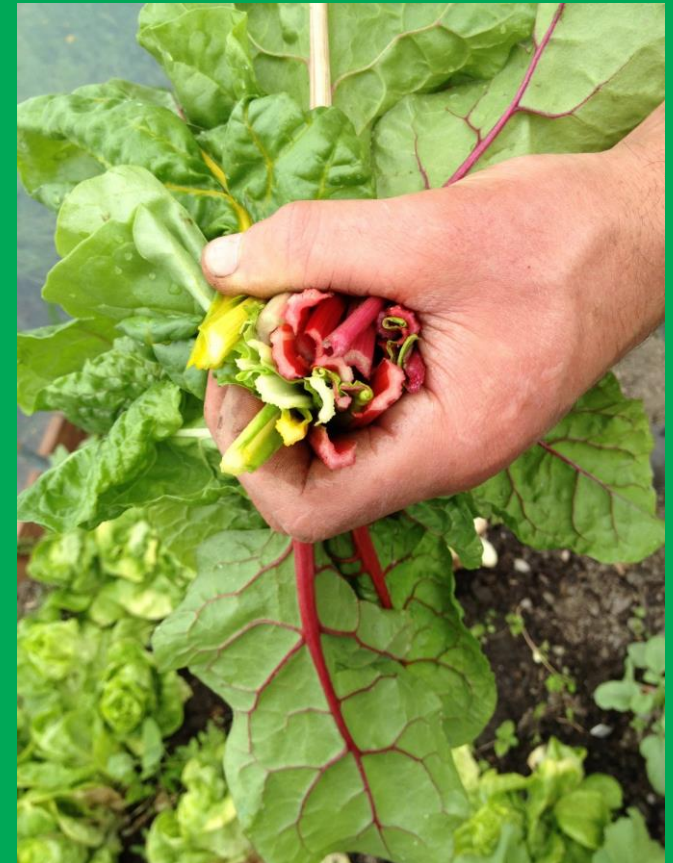
Sample Learning on the Global Topics



Step 3 – Action Plan Supports and Resources

Following the Env. Review, schools opt into carrying out workshops and lesson plans, over the two-year cycle including:

- **Workshop Resources Autumn-Spring**
 - [Food Choices and Labels Activity](#)
 - [Soil Workshop](#)
 - [Seeds Workshop](#)
 - [Crop Cards](#)
- **Spring/Summer :**
 - [Harvest Recipes](#)
 - [Cooking Skills Demos/Workshops](#)
- **Autumn Year 2:**
 - [Global Topic Sheets](#)



Step 3: Action Plan

1) Increase levels of awareness

- Get students outside
- Get them digging the earth, planting seeds, and tending to plants
- Put up signage in the garden
- Letters home
- Develop new Green Code (poster/slogan competition/projects)
- Analyse surveys from the review



Step 3: Action Plan

2) Practical improvements

Create growing areas

- Raised beds
- Herb beds
- Plant pots
- Window planters
- Plant fruit bushes/trees etc

Create places for wildlife

- Build bird boxes (unused/old wood)
- Create a pond/log pile/leaf mould/wildlife area/'mini-beast' hotel
- Leave areas 'unmanaged' (hedgerows/grass areas)



Step 3 (sample) Action Plan

Sample Action Plan

Action	Person Responsible	Target Date
Establish a committee for (Year 1 of) the new theme	GS Coordinator	September 28th
Conduct the Food and Bio Awareness Survey	Committee	October 15th
Create a 'Food Habitat Map' of the school	Committee	Last week of November
Finalise what crops will be grown by each class	GS Coordinator	December 11th
Decide what parts of the school grounds can and will be used by each class for growing food	Coordinator, Caretaker and all staff (at staff meeting)	January 15th
Prepare all growing spaces for growing	Class teachers and caretaker	January to February inclusive (deadline Feb 26th)
Source seeds, pots, containers, compost and any other materials required for growing	All classes	December to February inclusive (deadline Feb 26th)
Plant seeds, care for crops indoors, etc	All classes	February - April
Move plants outside as necessary	All classes	March - May
Care for and harvest crops as necessary	All classes	May - June
Have harvest celebrations - share Harvest Recipe Cards, and talk to all staff about	All classes together or separately	May - June (as crops are ripe and ready)

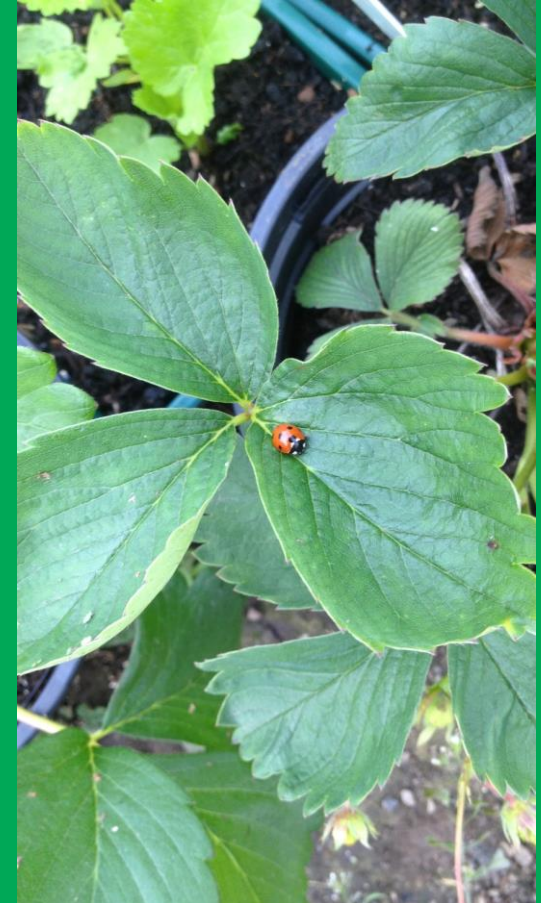
Step 4: Monitoring & Evaluation

1) Evaluate levels of awareness

- Repeat the Food and Biodiversity Awareness Survey

2) Evaluate progress on practical knowledge

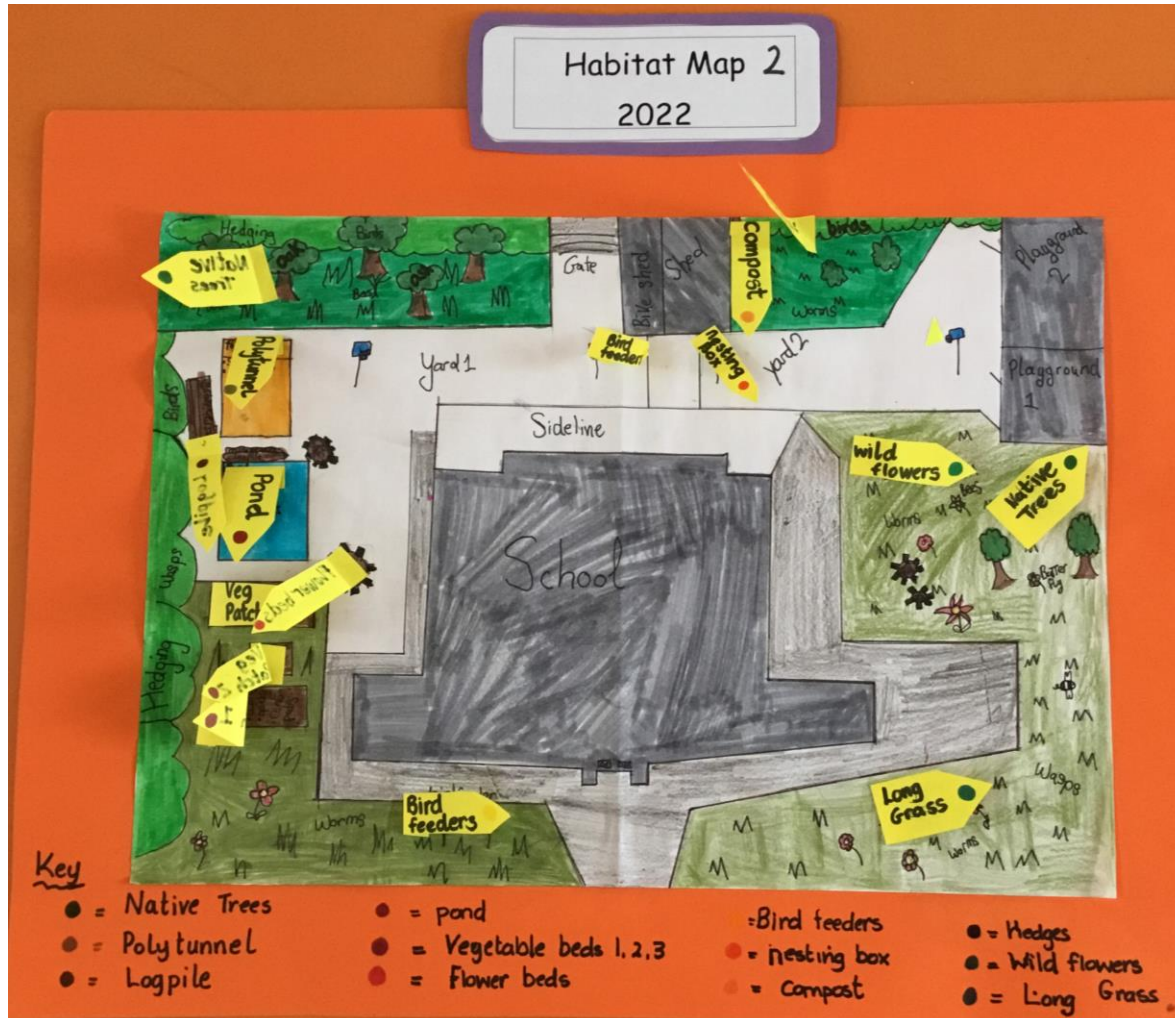
- Repeat the Food and Biodiversity Awareness Survey
- Repeat the Food Habitat Map



Food and Bio Awareness Survey

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Habitat Map Year 2



The Food Habitat Map in year two should show any practical improvements made to improve the food environment and biodiversity in the school.

Step 5: Curriculum Work

Global Citizenship Food and Biodiversity

SPHE

- My school community: develop a sense of personal and social responsibility for your environment and for the creatures that help us make food – bees, chickens, fish
- Learn about a healthy balanced diet and the importance of fruit and vegetables, can you identify each food group
- Learn about taste and enjoyment of foods – what certain foods smell like, how would you describe them
- Hygiene – wash hands after garden, wash vegetables, storing foods
- Media Education: encourage media awareness, submit an article to the local press about a particular issue related to food grown, farmed or made in your area.
- Media education – understand food advertising

Geography

- Develop a critical understanding of environmental issues relating to growing at local and global level. Look at land use and waterways in area
- Weather Watchers: how the change in climate may affect biodiversity both nationally and internationally
- Study of humans and their impact of their food on the natural environment: pollution, greenhouse gas emissions, climate change, built environment, sustainable management of biodiversity etc.
- Explore food miles, where food comes from, how far it travels
- Types of food grown locally and abroad
- People at work – the people who produce and supply food to us
- Identify and help to implement simple strategies for protecting, conserving and enhancing the environment by developing the school garden

Visual Art

- Creation of posters, murals to aid the awareness of the importance of growing a variety of food plants
- Create bird feeders from old milk cartons, used wood
- Use nature as a subject and inspiration for artwork
- What colours can you see?
- Looking and responding to old paintings depicting food throughout history

Maths

- Provide real life situations for mathematical analysis. For example the number of plants in the garden, the distance between seeds they are planted, measuring for recipes
 - Use of charts and graphs
 - Learning about ratios - scaling up recipes
 - Weighing vegetables and fruits
 - Conduct surveys about favourite foods
 - Create a calendar and chart for the garden seasons, plant timings, harvest times

Languages

- Source of topics for essays, poetry, etc.
- Learn the names of various plants in Gaelic or any other language that is being taught in your school
- Promote communication skills, public speaking, debates related to the topics learned.
- Potential for many activities involving speaking and writing
- Language to describe food – sweet, sour, bitter, salty, tasty

PE

- Recognise the importance of energy for physical activity
- What you eat can affect your energy

History

- Local history: asking parents, grandparents and older members of the community about how the local farming areas have changed
- Explore different cultures throughout history and how they developed different diets and ways of eating
- Focus on the history of a food made in your area
- The origins of foods and how they shaped history - how salt affects food – how it allowed food to be preserved and then people could travel, the potato and the famine

Science

- Study of changes through the seasons
- Learning through observation: watching how plants grow and change through the seasons
- Learn about food chains and how easily they can be disrupted
- Develop a scientific approach to problem solving
- Encourage responsibility for the environment and promote sustainable development – school garden, food packaging and waste, leftovers
- Food: where it comes from
- Learning to measure, reading recipes
- Learning about how different liquids interact when making a salad dressing for example
- Learn how plants grow – over ground, on trees, along the ground etc.
- Learn what parts of the vegetable you can eat
- Effects of heating and cooling on food
- Composting waste for the garden
- Sort and group living things into sets - flowers, leaves, trees, birds and vegetables

Step 6: Informing & Involving

- Green-Schools Notice Board
- Local Press
- School Newsletter
- Action Day
- Parents/Grandparents/Neighbours
- World Kitchen Day



Step 7: Green Code

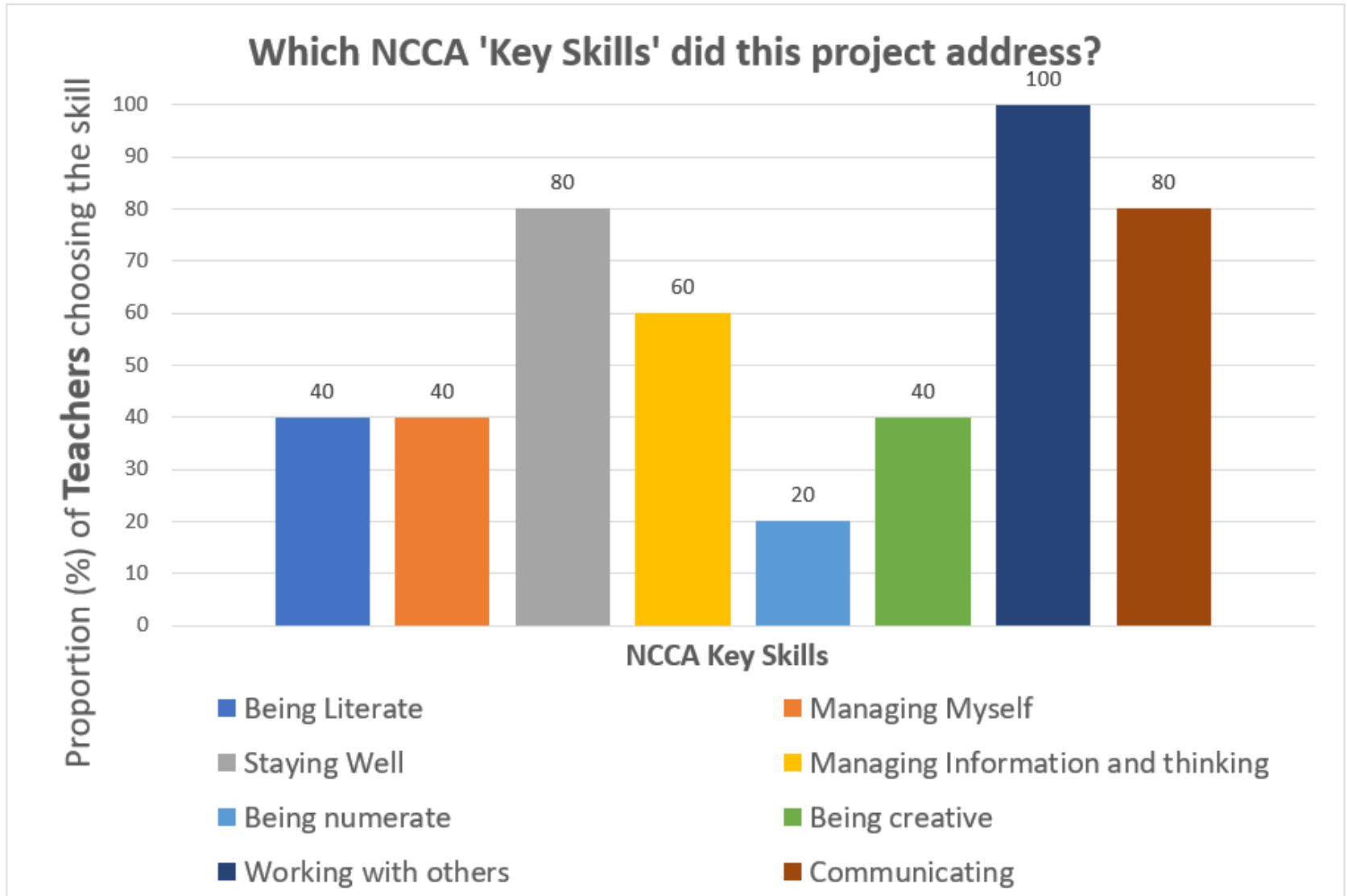
Aim: To state the objectives that demonstrate the school's commitment to environmentally friendly actions

- Display on your Green-Schools notice board
- Poster/slogan competition
 - Rap
 - Song
 - Poem
 - Code of Conduct

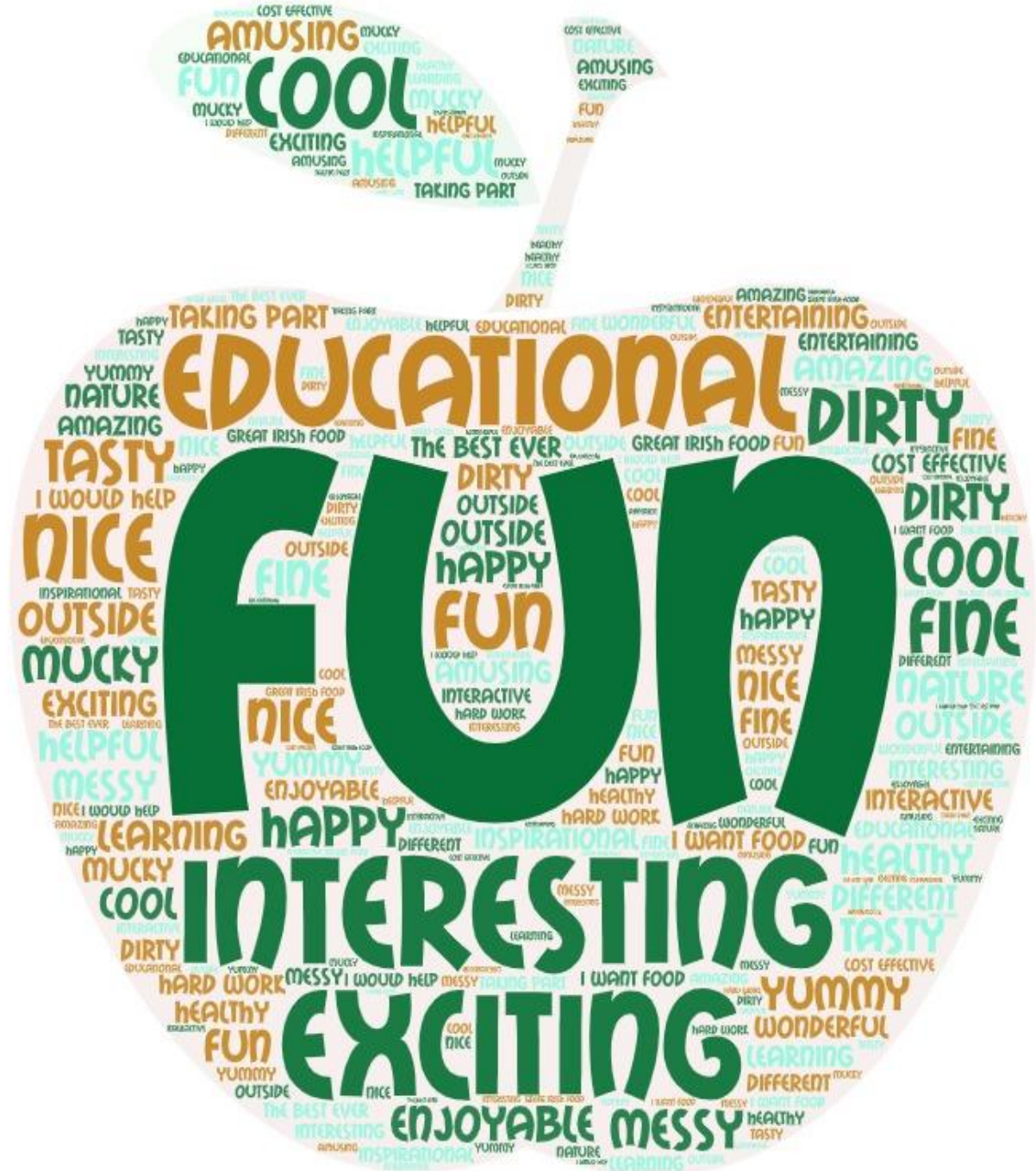
Green code example:

*“ Growing food at school,
Is really very cool,
It is healthy, fresh and green,
Which will keep our planet
super clean!”*

Teacher Responses



Responses



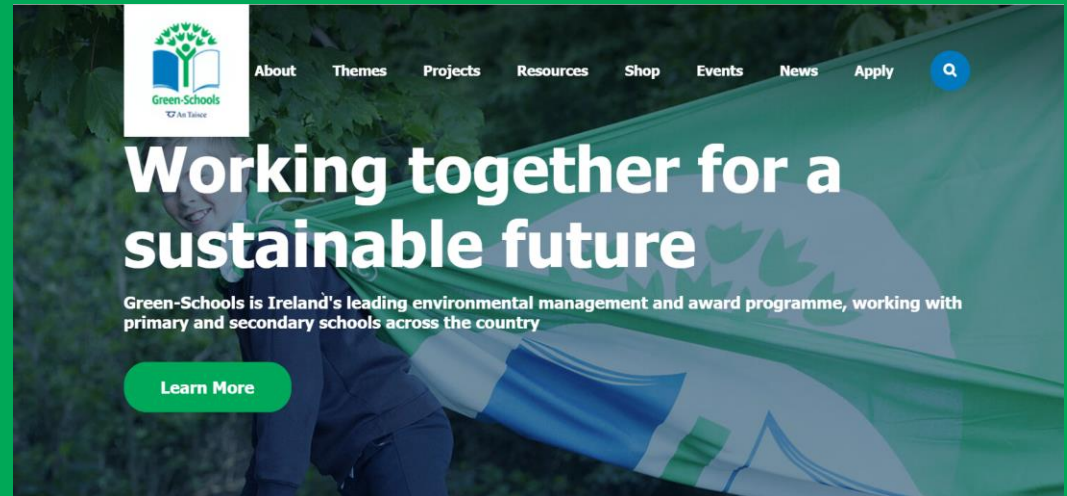
Renewal Process

- Online Application Form – **to be submitted by Friday, March 24th 2023**
- **You must have received your visit before you submit your application form,**
- Renewal visit can take place at any stage during Year 2
- National Awards Ceremony May (tbc)
- Flag raising ceremony



www.greenschoolsireland.org

- **General information on Global Citizenship Food and Biodiversity**
- **Presentations / Workshops / Lesson Plans**
- **Resources**
 - **Crop Cards**
 - **Harvest Recipes**
 - **Global Topics**
- **Case studies**
- **Links**



Innovate Together Fund 2020-2021

**RETHINK
IRELAND** Our
Social
Innovation
Fund



Rialtas na hÉireann
Government of Ireland

Additional funding enabled us to explore opportunities in 2020-2021:

- Chefs Connect

We hope to be able to offer some similar additional supports in 2022/23 ... we'll keep you posted



Applications open from September 19th to October 23rd: www.climateambassador.ie

Instagram @climateambassador

Twitter @climate_ambass

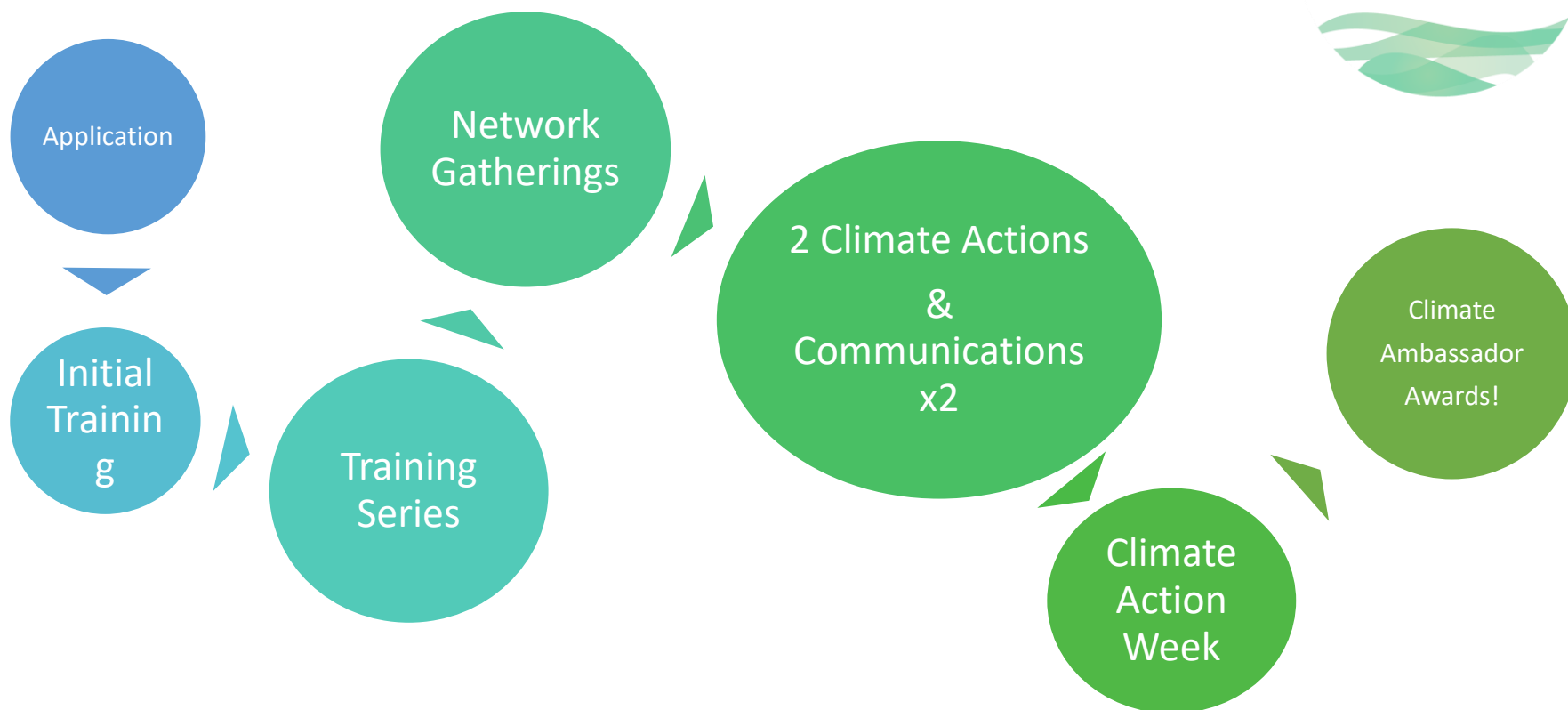
Facebook @ClimateAmbassador

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Climate Ambassador Programme



2021 RESULTS



193 TRAINED
CLIMATE
AMBASSADORS



731 CLIMATE
ACTIONS

1,727 CLIMATE
COMMUNICATIONS



79 EVENTS



651,000+
PEOPLE ENGAGED

35 million
PEOPLE REACHED



Rialtas na hÉireann
Government of Ireland

Young Reporters for the Environment

- ▶ YRE platforms student voices and their solutions for Climate Action across all themes - See our Exposure site for past entries.
- ▶ You can enter anytime. Entries accepted until April 2023.
- ▶ Chance to share in €1,500 prize fund!
- ▶ Free access to online skills courses - Article Writing, Videography, Photojournalism Skills
- ▶ Register now for 1st webinar 11th October with Sylvia Thompson - The Irish Times



How to Enter - YRE's 4 Steps

1. Uncover an environmental issue in your area
2. Research a solution for it
3. Create an article, photo or video to communicate your findings (as a group or individually)
4. Share your work in your school, home and community

- ▶ Register here:
<https://forms.office.com/r/q0EG82h0dH>
- ▶ Contact Eoin at yre@eeu.antaisce.org
- ▶ [@yreireland](#) on Instagram



Child Protection and Garda Vetting

- An Taisce's Child Protection Policies and Procedures are regularly reviewed and have recently been updated.
- A summary and link to these policies will be sent to all schools later in October
- Our Safeguarding Statement will be available shortly on our website
- Garda Vetting:
 - all An Taisce staff regularly working with children are vetted on a biennial basis
 - vetting to be renewed for all staff in November
 - schools may request a Joint Agreement to obtain vetting results
 - if any school wishes they can choose to vet our staff member themselves
 - For all queries or requests related to vetting please contact:
vetting@eeu.antaisce.org



Thank you!



Please email Meabh at
mboylan@eeu.antaisce.org
with any other queries

Helpful Resources

- [Food and Biodiversity Handbook](#)
- [Awareness Survey](#)
- Food Habitat Mapping [Presentation](#) and [Lesson Plan](#)
- [Application Forms \(submit.com\)](#)
- [Food and Biodiversity Theme Page](#)
- [Primary School Case Study](#)
- [YouTube Playlist](#)