GLOBAL CITIZENSHIP & ENVIRONMENTAL EDUCATION RESOURCE BOOKLET

FULL LESSON PLANS AND RESOURCES FOR A 12 WEEK COURSE



IRISH SCHOOLS SUSTAINABILITY NETWORK

CURRICULUM LINKS

CSPE - STRAND II
RELIGION - STEWARDSHIP
SPHE - TEAM UP & MENTAL HEALTH

KEY SKILLS

CRITICAL THINKING, BEING CREATIVE, LISTENING, DISCUSSING, DEBATING, EXPRESSING OPINIONS, EMPATHY, SOLIDARITY, IDENTIFICATION OF BIAS, REASONING SKILLS,





SESSION 1: WHAT IS ALL THIS ABOUT?

SESSION 2: THE AMAZON ISN'T THE ONLY RAINFOREST. IRELAND HAS A RAINFOREST TOO!

SESSION 3: GREENWASHING - HOW TO SPOT CLIMATE LIES

SESSION 4: DRASTIC ABOUT PLASTIC WORKSHOP

SESSION 5: ARE WE PAYING BIG COMPANIES TO KILL US?

SESSION 6: WHY ARE WE ALL WEIRDOS?

SESSION 7: SOIL - DON'T TREAT ME LIKE DIRT!

SESSION 8: OUR RIGHTS, OUR PLANET!

SESSION 9: EXTRA SESSION: FAST FASHION

SESSION 10: DOUGHNUT ECONOMICS....WHO'S HUNGRY FOR CHANGE?

SESSION 11: THE CLIMATE'S GONE A BIT FUNNY - DOING COMEDY IN A CRISIS

SESSION 12: NO-ONE LEFT BEHIND - A FAIR AND JUST TRANSITION IN IRELAND

The resources from this booklet have been created for the Climate and Nature Summit. The summit coincided with the UN Climate Change Conference, COP27. It was hosted and coordinated by the Irish School's Sustainability Network. The collaborating partners were GAPIreland, Education Support Centres Ireland, Education for Sustainability and ECO-UNESCO.

The sessions received lots of positive feedback from teachers and students and we hope that they prove to be a valuable resource for you and your students. They are designed so that students and teachers can learn together. This is a fast changing landscape and it can be difficult to stay up to speed.

Most of the sessions have an associated worksheet (with answers included) and a walking debate which are enclosed in this booklet. Students enjoyed completing the worksheets, it helped them to focus and make some of the sessions more accessible. The walking debates are a really important part of the sessions as they help students to process what they have learnt and articulate how they feel.

TIP: If you want to save paper, the worksheets are hyperlinked, you can share them digitally with your students or they can take down the questions in their copy as part of their homework ready for the session the next day.

"Our school took part in this year's Climate and Nature Summit. Lots of thought provoking and engaging online sessions."

BRIDGETOWN COLLEGE

"By far the most engaging week of workshops from @IrishSchSusty and @growgardeners for students @kinsaleComSch this week. Loved 'Why are we all weirdos?' today with 3rd year students."

KINSALE COMMUNITY COLLEGE

"So many students were shocked at how many companies are guilty of greenwashing. Great conversations happening"

RAMSGRANGE COMMUNITY SCHOOL

"I was concerned about climate change already and I'm glad more people are talking about it now"

ARDSCOIL NA MARA TY STUDENT

SESSION 1: WHAT IS ALL THIS ABOUT?

Burning fossil fuels (coal, gas, and oil) has caused our climate to change. The world is warming up! When we burn these fuels we release carbon dioxide. This is a gas that traps heat in our atmosphere. Since the industrial revolution we've been releasing (emitting) a lot of carbon dioxide, whilst also destroying nature (our ecosystems), which can help to absorb it. The global average temperature has been increasing since the industrial revolution and it is now at 1.2 degrees celsius. Scientists around the world are pleading with governments and businesses to limit warming to 1.5 degrees to avoid catastrophic climate change. We are currently on track for 2.8 degrees of warming by the end of this century, less than 80 years away.

1.2oC is a very small increase but it is wreaking havoc. Check out this video compilation of climate impacts over the summer of 2022. After watching the video use this walking debate to help students to articulate how they feel about the climate emergency.

WALKING DEBATE

WHAT`S THIS ALL ABOUT?

I THINK THE EDUCATION SYSTEM NEEDS TO BE CHANGED.

EVERYONE IS AWARE OF THE MAGNITUDE OF THE CLIMATE EMERGENCY AND THE URGENCY AT WHICH WE NEED TO TAKE ACTION.

"ANYBODY UNDER 70 IN OUR WORLD TODAY IS GOING TO SUFFER SOME KIND OF CATASTROPHE AS WE GO ABOVE 1.5 DEGREES. ANYBODY UNDER 30 WILL LIVE THROUGH, IF THEY ARE ABLE TO SURVIVE, A CATASTROPHIC WORLD."MARY ROBINSON

THERE'S NO POINT IN DOING ANYTHING BECAUSE IRELAND IS A SMALL COUNTRY AND CHINA AND THE US ARE THE BIGGEST EMITTERS.

I KNOW A LOT ABOUT THE CLIMATE AND ECOLOGICAL EMERGENCY.

I AM CONCERNED ABOUT THE CLIMATE AND ECOLOGICAL EMERGENCY.

I FEEL THAT I HAVE THE POWER TO CREATE A BETTER WORLD.

I WOULD LIKE TO DO SOMETHING TO CREATE A BETTER FUTURE FOR MYSELF.

SESSION 2: THE AMAZON ISN`T THE ONLY RAINFOREST. IRELAND HAS A RAINFOREST TOO!

DELIVERED BY: Eoghan Daltun & Dr Patrick Kirwan

DESCRIPTION: Did you and your students know that Ireland is home to its own rainforest? Eoghan Daltun, a farmer on the Beara peninsula, Co. Cork is doing a fantastic job of conserving a native Atlantic temperate rainforest. Eoghan helps us to understand what makes a rainforest, the impact of invasive species, and why we should use the word ‘plantation’ instead of forest when we talk about monocultures of Sitka Spruce.

LESSON PLAN:

1) Watch the video (25 mins 38s). This video has a worksheet. Click on this link to **access the video.**
2) Do the walking debate (10-20mins). Click on this link to **access the walking debate.**

OTHER ACTIVITIES:

Check out the WWF's **Living Planet Report 2022**
RTE Climate Heroes **Rewilding Gardener**

TAKE CLIMATE ACTION:

Set up a tree nursery in your school.
Get **Bitesize Biodiversity** into your school, let's learn together.

SESSION 2:
THE AMAZON ISN'T THE ONLY RAINFOREST. IRELAND HAS A RAINFOREST TOO!

WORKSHEET: THE AMAZON ISN'T THE ONLY RAINFOREST. IRELAND HAS RAINFOREST TOO.

QUESTIONS

1. How do you know when you are standing in a rainforest?

2. What conditions in Ireland allow us to have a temperate rainforest?

3. What part of Ireland in particular used to be covered in rainforests?

4. How did the early settlers clear these lands?

5. What is having a largely negative influence on our existing natural woodlands?

6. What was the name of the grant that Eoghan applied for? And what was it used for?

7. Why does Eoghan use the word plantation instead of forest?

8. What are the sitka spruce plantations missing that we would find in native woodlands?



ANSWERS

1. Epiphyte – any kind of plant that grows on trees without being rooted in the ground. Moss and ferns – flowering plants also – they grow on trunks and branches.

2. Regular and heavy rainfall / precipitation – mist and fog and drizzle included

3. West of Ireland – extremely wet

4. Cows, goats and sheep ate all the seedlings so the forests just faded away.

5. Overgrazing, invasive species

6. Native Woodlands scheme – a fence to go around the forest to keep the goats and deer out

7. Plantations are man made. They mainly consist of one species, Sitka Spruce. They are dead zones with very little biodiversity. Forests are full of life with a range of different species.

8. Flowers, insects, mammals, variety of trees and plants



WALKING DEBATE:
THE AMAZON ISN'T THE ONLY RAINFOREST.
IRELAND HAS RAINFOREST TOO.

EVERYONE KNOWS WE HAVE RAINFORESTS IN IRELAND.

NATIVE FOREST IS MORE IMPORTANT THAN PLANTATIONS. THEY ARE BETTER FOR BIODIVERSITY AND CLIMATE CHANGE.

GOVERNMENTS SHOULD GIVE FARMERS SUBSIDIES TO CHANGE HOW THEY USE THEIR LAND AND MAKE MORE ROOM FOR NATIVE WOODLAND.

I AM NOW MOTIVATED TO PLANT A NATIVE TREE IN MY OWN GARDEN.

INSTEAD OF DOING TY WE SHOULD SPEND A YEAR REMOVING INVASIVE SPECIES FROM OUR ENVIRONMENT AND PLANTING NATIVE WOODLAND.

ALL SCHOOLS SHOULD HAVE START A TREE NURSERY, GROWING THEIR OWN TREES AND PLANTING THEM OUT IN THE LOCAL COMMUNITY.

SESSION 3: GREENWASHING - HOW TO SPOT CLIMATE LIES

DELIVERED BY: Alex Whyatt, Global Action Plan Ireland

DESCRIPTION: "Self-charging hybrid" cars. "Made with ocean plastic". Green nuclear energy?! Companies know you want to be more environmentally friendly, so they like to tell us how much good they are doing for the planet. But are they really making a change, or is it all just "blah blah blah" and business-as-usual? In this video, we'll discover the Seven Deadly Sins of Greenwashing and critically examine some bold claims made in advertising. To finish, classes will create some ads of their own.

The next time you're being lied to, you'll be ready!

LESSON PLAN:

Watch the video (28 mins 59s). This video has a worksheet.
Click on this link to access the video.
This session is rich with activities. The last activity is very creative. Students have to greenwash 4 different products. This is a lot of fun and could take some time (10-20mins)

OTHER ACTIVITIES:

Walking Debate. Click on this **link to access the walking debate.**
Check out a good news story, RTE Climate Heroes **ECO SHOP**

TAKE ACTION:

Do a beach clean and note where the plastic is coming from. Collect data on which companies are the worst polluters.

Start an email campaign. **Check out Break Free From Plastic and support their campaigns.**

SESSION 3: GREENWASHING - HOW TO SPOT CLIMATE LIES

WORKSHEET: GREENWASHING HOW TO SPOT THE CLIMATE LIES.

Q1 How does this advert want to make you feel?

Q2 What images and language does it use to influence your feelings?

Q3 Is there anything about it that seems 'off' to you?

Q4 What claims are coca cola making about their bottles?

Q5 Why are these claims for coca cola an example of greenwashing?

Q6 How are SHEIN greenwashing?

Q7 What is greenwashing?

Q8 Why do companies greenwash rather than actually making changes so they help the planet?

Q9 What does offsetting mean?

Q10 What are the 7 deadly sins of greenwashing?

Q11 First ever carbon neutral fifa world cup - what claims do they make that you are suspicious about.

Q12 What can we do when we notice greenwashing?



ANSWERS

Q1 It wants to associate oil companies with nature. It wants to make you feel that oil companies are good.
Q2 Soft music, images of wildlife, coastal scenery.
Q3 Oil companies produce pollution and are the biggest drivers of climate change.
Q4 Made from 25% recycled marine plastic, one bottle was made from paper.
Q5 They have been named the world's biggest plastic polluter 4 years in a row. They have undermined Spain's drive to tackle plastic pollution.
Q6 Their business model is all about cheap clothes that you don't wear for long and you have to buy more. They don't guarantee the safety of the workers that make their clothes.
Q7 Making a claim that your business is environmentally friendly when it isn't! Misleading your customers!
Q8 Companies realise that people want more sustainable products but making sustainable products isn't going to make them money in the short or medium term. Companies want you to keep buying their products so they don't want them to last. Planes need to use fossil fuels to fly, there are no alternative fuel.
Q9 When companies release greenhouse gases into the air, offsetting means that we are going to plant trees to draw down some of these greenhouse gases and trap them in those trees.
Q10

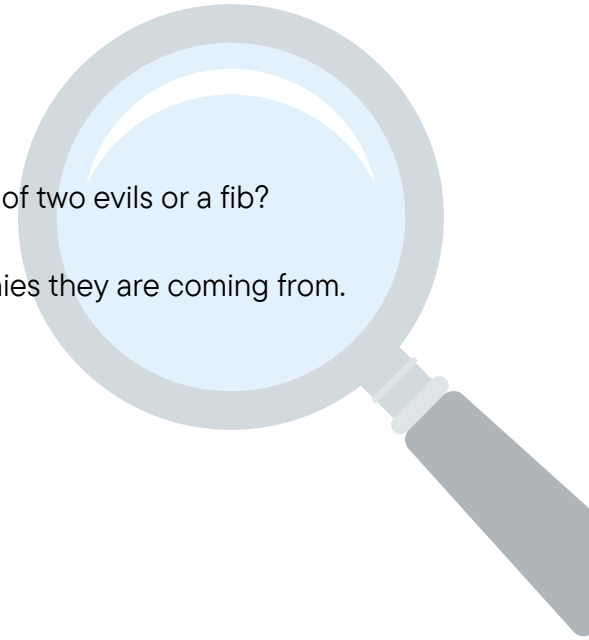
- Hidden Trade off
- No Proof
- Lesser of two evils
- Relevance
- Vagueness
- Worshiping False Labels
- Fibbing

Q11

- Sustainable stadiums - vague
- 6500 workers died - omitted this
- 1 million trees - carbon offsetting - does it work?
- 40% less water used - growing grass in the desert - lesser of two evils or a fib?

Q12

- Research the products you buy and research the companies they are coming from.
- Call out the companies who are misleading people.
- Work with 'break free from plastic' and do a beach clean.
- Buy less.



WALKING DEBATE:
GREENWASHING - HOW TO SPOT CLIMATE LIES

EVERYONE ALREADY KNOWS THE TERM GREENWASHING AND CAN SPOT IT.

COMPANIES SHOULD HAVE TO PAY A PENALTY IF THEY ARE CAUGHT OUT FOR GREENWASHING.

IF I WAS A BUSINESS OWNER I WOULD GREENWASH TOO. IT'S HARD TO KEEP A BUSINESS GOING.

WHEN GIVEN THE CHANCE TO PAY EXTRA FOR CARBON OFFSETTING, FOR EXAMPLE WHEN TAKING A FLIGHT, WE SHOULD DO IT. IT GIVES US THE IDEA THAT IT'S OKAY TO TAKE A FLIGHT.

SCHOOLS SHOULD DEVOTE MORE TIME TO TEACH THEIR STUDENTS HOW TO SPOT GREENWASHING.

SESSION 4: DRASTIC ABOUT PLASTIC WORKSHOP

DELIVERED BY: ECO-UNESCO

DESCRIPTION: In this workshop we take a deep dive into the world of modern plastics, from its link to fossil fuels, to the impact which plastic production and pollution has on the environment, wildlife and humans. We also discuss positive actions we can each take to reduce our plastic dependency at both an individual level, community level, and on a larger scale.

LESSON PLAN:

Watch the video. Click on this link to **access the video.**
45 minutes if you watch through, 85-90 minutes if you wish to do the included activities.

OTHER ACTIVITIES:

Walking debate. Click on the **link to access the walking debate.**
Good news, check out RTE Climate Heroes **The Eco-Toy Shop.**
How to **reduce plastic in your bathroom.**

SESSION 4:
DRASTIC ABOUT PLASTIC
WORKSHOP

WALKING DEBATE:
DRASTIC ABOUT PLASTIC WORKSHOP

I FEEL THAT PLASTIC HAS BOTH BENEFITS AND DISADVANTAGES.

I FEEL THERE COULD BE MORE PLASTIC-FREE OPTIONS AVAILABLE TO ME IN SHOPS AND SUPERMARKETS.

I FEEL CONFIDENT KNOWING HOW TO DISPOSE OF DIFFERENT TYPES OF PLASTICS.

I FEEL THAT WE CAN EACH MAKE A HUGE DIFFERENCE IN REDUCING OUR PLASTIC THROUGH INDIVIDUAL ACTION.

I FEEL CONFIDENT IN WRITING TO BRANDS AND POLICY MAKERS TO REDUCE THEIR PLASTIC PRODUCTION AND CONSUMPTION IN SOCIETY.

SESSION 5: ARE WE PAYING BIG COMPANIES TO KILL US?

DELIVERED BY: Dr Patrick Kirwan & Ali Sherian

DESCRIPTION:
How we produce and use energy is having a devastating impact on our planet, energy professionals across the world are now in a race to change our entire energy system. And we need everyone to be a part of it.

This session has two parts. Part I (19 mins 20 secs) gives the students an opportunity to reflect on what they already know about the links between fossil fuels, carbon dioxide, and climate impacts. We then explore how the fossil fuel industry has actively tried to undermine and slow down climate action.

In Part II (11 mins 21 secs) Ali Sheridan helps students to understand what fossil fuel subsidies are. This is a little more challenging. If your students are needing a learning break you could jump to the walking debate (found at 9mins 42secs) and then come back the beginning of Part II to learn about how we are heavily subsidising fossil fuel companies.

LESSON PLAN:

1) Watch part I (19 mins 20s). This video has a worksheet. Click this **link to access the video.**

2) Watch part II & do the walking debate at the end of the video. Click this **link to access the video**.

OTHER ACTIVITIES:

Good News Story, RTE Climate Heroes **The House Builder**

SESSION 5: ARE WE PAYING BIG COMPANIES TO KILL US?

WORKSHEET: PART 1
ARE WE PAYING BIG COMPANIES TO KILL US?

Q1 When looking at the data from Nasa what do you notice about the global average temperature from 1880 to 2021? Circle option A or B.

a) The world is getting warming. b) The world is getting cooler.

Q2 In what year(s) does the temperature change start to speed up?

Q3 What is the link between fossil fuels and carbon dioxide in the atmosphere?

Q4 What is the link between carbon dioxide in the atmosphere and forest fires, droughts, and flooding?

Q5 How much has the global average temperature increased by since pre-industrial times?

Q6 What unit do we use to measure carbon dioxide concentration in the atmosphere?

Q7 What has happened to carbon dioxide emissions since 1990?

Q8 Globally what is the biggest sector that produces most of the greenhouse gas emissions?

Q9 What % does the fossil fuel industry contribute to the global warming problem?

Q10 What is the solution? What do we have to do?



Q11 Are these statements True or False. Put True or False beside each one.

- Exxon Mobil is a fossil fuel company
- Martin Hoffert was a Climate Scientist employed by Exxon Mobil.
- In 1982, Martin worked on a scientific model that accurately predicted that by 2019 the Earth would reach a carbon dioxide concentration of 415ppm and a temperature increase of 1C.
- Knowing the scientific evidence, CEO of Exxon Mobil issued statements saying that ‘the evidence remains inconclusive as to whether human activities affect global climate’.

Q12 How much profit do the fossil fuel industry make a day for the last 50 years?

Q13 Why are fossil fuel companies being sued?

Q14 Why did Stephen Robinson call the Met Office alarmist?

Q15 How many gigantic oil and gas projects do ExxonMobil, Shell, BP and Chevron have in the pipeline?



WORKSHEET: PART II FOSSIL FUEL SUBSIDIES

Q1 What are fossil fuel subsidies?

Q2 What is the huge cost that is associated with these subsidies?

Q3 By how much have the fossil fuel industry been subsidised?

- Global subsidies
- EU subsidies
- Irish subsidies

Q4 In 2018 what % of the fossil fuel industry budget went to green energy?

Q5 Since 2018 what % of their budget has gone to green energy?

Q6 How much has the fossil fuel industry spent per year to delay climate action?

Q7 What can you do to take action?



ANSWERS: PART 1 ARE WE PAYING BIG COMPANIES TO KILL US?

Q1 The world is getting warming.
Q2 1980s
Q3 When Fossil Fuels (coal, oil, & gas) are burnt they produce carbon dioxide which is a greenhouse gas. This causes global warming.
Q4 Carbon dioxide is a greenhouse gas which traps heat in our atmosphere. This is causing our planet to warm. This warming is causing more frequent forest fires, droughts and flooding.
Q5 1.2 degrees celsius.
Q6 ppm or parts per million
Q7 Carbon dioxide emission keep increasing.
Q8 The energy sector
Q9 73%
Q10 We have to transition to renewable sources of energy.
Q11 All TRUE
Q12 3 billion dollars a day
Q13 They have purposely lied to the public stating that the evidence that burning fossil fuels causes global warming is inconclusive.
Q14 He wants to affect public opinion. The energy sector want to slow climate action.
Q15 195

PART II FOSSIL FUEL SUBSIDIES

Q1 It's a tax incentive. They pay less tax to support their business.
Q2 Environmental cost
Q3

- Global subsidies 5.9 trillion dollars in 2020
- EU subsidies 176 billion euro in 2019
- Irish subsidies 2.2 billion in 2020

Q4 1%
Q5 5%
Q6 200 million a year
Q7 Write to your local government representatives
Support campaigns



WALKING DEBATE
ARE WE PAYING BIG COMPANIES TO KILL US?

THE FOSSIL FUEL INDUSTRY ARE ONLY A SMALL PART OF THE GLOBAL WARMING PROBLEM.

WE MUST STOP BURNING FOSSIL FUELS.

CEOS OF FOSSIL FUEL COMPANIES SHOULD GO TO PRISON FOR PURPOSELY LYING TO THE PUBLIC.

YOUR OPINION IS NOT YOUR OWN IT'S THE MEDIA'S OPINION.

WE ARE PAYING BIG COMPANIES TO KILL US.

SESSION 6: WHY ARE WE ALL WEIRDOS?

DELIVERED BY: Dr. Eoin Galavan, Clinical Psychologist

DESCRIPTION: Our response to climate change is, well, weird!! Why do we ignore the fact that we are destroying our planet? How do we explain why people don't respond to the threats and risks of climate change as if they are an emergency? This talk will help us understand the ways we think and behave in relation to the climate crisis.

LESSON PLAN:

1) Watch the video (26 mins 06s).This video has a worksheet. **Click on the link to access the video.**

2) Do the walking debate (10-15mins). **Click on the link to access the walking debate.**

OTHER ACTIVITIES:

Clover Hogan talks about **how to rewrite your climate story**

Good News Story, RTE Climate Heroes **The Bakers**

TAKE ACTION:

Join the **5 Minutes of Sustainability** Initiative for Schools

Open up a climate cafe in your school

SESSION 6:
WHY ARE WE ALL WEIRDOS?

WORKSHEET: WHY ARE WE ALL WEIRDOS?

Q1 What is Dr Galavan interested in?

Q2 What does the acronym PAIN stand for?
P -
A -
I -
N -

Q3 What do people usually imagine about when they think about climate change?

Q4 What example did Dr Galavan use for abrupt?

Q5 Why has it been easy for us to get used to the fact that climate change is happening?

Q6 Why isn't climate change seen as an immoral problem that grabs our attention?

Q7 Who do we think climate change is a problem for?

Q8 What does the bystander effect mean?

Q9 When an alarm goes off what do we look out for?



ANSWERS

Q1 The reasons why people think, act and behave the way they do in relation to climate change.

Q2 Personal, Abrupt, Immoral, Happening Now

Q3 Polar bears and melting glaciers.

Q4 Covid was an example of an abrupt change.

Q5 It has been happening for decades and it will continue to happen for decades.

Q6 There are some bad guys, some people are contributing to the problem more than others but we are all part of the problem.

Q7 Some people think it’s for future generations and not ourselves.

Q8 When something bad happens if there are lots of people around we usually wait for someone else to take on the responsibility of tackling the problem.

Q9 We look around to see if other people are reacting.



WALKING DEBATE
WHY ARE WE ALL WEIRDOS?

I CAN RELATE TO ‘THE BYSTANDER EFFECT’. I DIDN’T THINK ADDRESSING CLIMATE CHANGE WAS MY RESPONSIBILITY.

I THINK CLIMATE CHANGE WILL AFFECT ME IN MY LIFETIME AND I AM CONCERNED ABOUT IT.

I’D LIKE MORE OPPORTUNITIES IN SCHOOL TO TAKE CLIMATE ACTION.

I WANT TO BE A PART OF THE 25% PUSHING FOR CHANGE.

I AM TOO LAZY TO TAKE CLIMATE ACTION.

SESSION 7: SOIL - DON`T TREAT ME LIKE DIRT!

DELIVERED BY: Farming for Nature

DESCRIPTION: Soil is one of the earth's most important natural resources. It underpins human food production systems, supports the cultivation of vegetation for feed, fibre and fuel, and has the potential to help combat and mitigate climate change. Given the right environment, soil can be a rich and complex ecosystem, accommodating a staggering array of biodiversity – biodiversity that helps produce nutritious food and support the climate crisis. Treated badly, it is just a lifeless bit of dirt that struggles to achieve this.

This session will discuss some important factors to consider for good soil health and management on a farm and in all our green spaces that is beneficial for all of us.

TOP TIP: Following on from this lesson, students could apply their knowledge by checking a soil sample. So bring a spade to the lesson and do a demo outside or bring a soil sample into the classroom on the day.

LESSON PLAN:

1) Watch the video (17 mins 10s). This video has a worksheet. Click on the link to **access the video.**
2) Do the walking debate at the end of the video (10-15mins). Click on the link to **access the walking debate**.
3) Apply their knowledge by checking out the soil on the school grounds or bring a soil sample into the class.

OTHER ACTIVITIES:

Check out a good news story, RTE Climate Heroes **The Community Champions,**
The lazy art of composting.

TAKE ACTION:

Make a compost heap at home or in school
Start a campaign to get people to stop using pesticides or herbicides
Collect seaweed for the school garden or grow green manure.

SESSION 7:
SOIL - DON'T TREAT ME LIKE DIRT!

WORKSHEET: SOIL – DON'T TREAT ME LIKE DIRT.

1. What are the differences between healthy and unhealthy soil? Use your senses to describe the differences.

Sense	Healthy Soil	Unhealthy soil
Sight		
Touch		
Smell		
Taste		
Hearing		

2. How can you tell if you have healthy soil in your garden?

3. How many bacteria might you find in a teaspoon of soil?

4. Why do we need soil?

5. How many layers of the food pyramid need soil to produce the food we eat?

a) None b) 2 c) 4 d) all

6. Name 3 creatures and what they need from the soil. You can use the headings – food, home, shelter, water.

i)

ii)

iii)



7. Draw 3 food chains linking things that grow from the soil with the things that eat them and the things that then eat them in turn. Can you get 4 in a chain?
Eg. daisy → beetle → robin → hawk or grass → cow → human

i)
ii)
iii)

8. Why do we need the soil to be healthy?

9. If the soil is unhealthy the farmer has to add chemicals and fertilisers to it to make it productive. Give one disadvantage of this.

10. Soil filters water often making it drinkable. Soil can also prevent _____ by soaking up rainfall, and, can help prevent _____ by releasing water stored in the soil.

11. Soil can store _____ which helps against climate change.

12. What could you do to make soil healthier?



ANSWERS

1. What are the differences between healthy and unhealthy soil? Use your senses to describe the differences.

Sense	Healthy Soil	Unhealthy soil
Sight	Rich colour	Dull colour
Touch	small crumbs	Thick clumps
Smell	Fresh and pleasant	rotten
Taste	sweetish	Sour or salty
Hearing	Alive	Dead

2. Packed with worms, insects and fungi

3. 100 million – 1 billion
Fun Fact = Did you know that there's a natural antidepressant in soil? It's true. There is a bacterium found in soil that may stimulate serotonin production, which makes you relaxed and happier.

4. Everything we eat that is natural needs soil to grow. All life needs soil to survive.

5.

a) None b) 2 c) 4 d) all



7.
buttercup → caterpillar → blue tit → cat
dandelion →rabbit → fox
grass → sheep → human

8. Everything will grow better and be healthier.

9. More expensive. Will affect wildlife negatively

10. Soil filters water often making it drinkable. Soil can also prevent flooding by soaking up rainfall, and, can help prevent drought by releasing water stored in the soil.

11. Soil can store carbon which helps against climate change.

12. Don't leave it bare. Plant some trees to protect the soil. Leave dead leaves and branches as food and homes for insects. Make compost



WALKING DEBATE
SOIL – DON'T TREAT ME LIKE DIRT

I CAN RELATE TO 'THE BYSTANDER EFFECT'. I DIDN'T THINK ADDRESSING CLIMATE CHANGE WAS MY RESPONSIBILITY.

I THINK CLIMATE CHANGE WILL AFFECT ME IN MY LIFETIME AND I AM CONCERNED ABOUT IT.

I'D LIKE MORE OPPORTUNITIES IN SCHOOL TO TAKE CLIMATE ACTION.

I WANT TO BE A PART OF THE 25% PUSHING FOR CHANGE.

I AM TOO LAZY TO TAKE CLIMATE ACTION.

SESSION 8: OUR RIGHTS, OUR PLANET!

DELIVERED BY: Child Advisors United Nations Committee on the Rights of the Child & Students from the ISSN

DESCRIPTION:
Hear from children all around the world about how they are affected by climate change and biodiversity loss. For the first time, the United Nations is creating important guidance, called General Comment No.26, for governments worldwide which will state what they must do to protect children's rights in connection to the climate and environmental crises. Learn how you can get involved in shaping international guidance about your rights, the environment and climate change.

ISSN students also share a pilot project they have been working on called '5 Minutes of Sustainability'. Check out the page on the ISSN website.

LESSON PLAN:

1) Watch the video (18mins 30s). Click on the **link to access the video.**
2) At the end of the session take some time to write down how you are feeling about the climate and biodiversity crisis. Share how you feel with your local political representatives.

OTHER ACTIVITIES:

RTE Climate Heroes **Childrens and Young People's Assembly on Biodiversity Loss.**

TAKE ACTION:

Email your local TD and Councillor.
Use this **template letter** from the Climate Alarm Clock and/or check out **Lesson 5-6 of our Environmental Influencer Course.**

SESSION 8:
OUR RIGHTS,
OUR PLANET!

SESSION 9: EXTRA SESSION: FAST FASHION

DELIVERED BY: Susan Adams, Education for Sustainability

DESCRIPTION:This Fast fashion session explores the environmental and human impacts of the fast fashion industry. We investigate solutions to reducing the ecological footprint of our clothes and we learn about the ways we can investigate the brands that we wear. The session includes a walking debate.

LESSON PLAN:

Watch the video (35 mins 55s). Click on the link to **access the video.**
Top Trumps activity. Click on the link to **access the activity.**

OTHER ACTIVITIES:

Check out a good news story, RTE Climate Heroes **The Sustainable Fashion Lover.**

TAKE ACTION:

Start a swap shop in your school or a repair club for clothes.

SESSION 9:
EXTRA SESSION:
FAST FASHION

SESSION 10: DOUGHNUT ECONOMICS....WHO`S HUNGRY FOR CHANGE?

DELIVERED BY: Irene Sullivan, Global Action Plan Ireland

DESCRIPTION: Humanity's under threat of climate and ecological collapse, and we live in an unequal world. What we never talk about is the role our economic system plays in all of this. Politicians and economists like to talk about the "growth," of the economy, but should anything grow forever? Instead of a system of "take, make, use, throw away," could the world turn on something better?
Kate Raworth's "Doughnut Economics," model for how our society could work may just be the first dougnut to be good for us. By looking at how wealth can be shared better, and how we can share resources better, we might just get into the sweet spot for humanity.

LESSON PLAN:

1) Watch the video (20 mins 23s). This video has a worksheet. **Click on this link to access the video.**

Use the multiple choice worksheet for younger year groups. Have some paper at hand and some glue for the activity at the end. This session is rich with ideas and concepts. There are some extended activities that students could spend quite some time on (15-20mins +).

OTHER ACTIVITIES:

Walking Debate - Click on the link to **access the walking debate.**

Check out a good news story, RTE Climate Heroes **The Furniture Maker.**

TAKE ACTION:

Make an action plan for your school. How can you adopt the philosophy of the doughnut economic model in your school.

SESSION 10: DOUGHNUT ECONOMICS....WHO`S HUNGRY FOR CHANGE?

WORKSHEET: DOUGHNUT ECONOMICS - WHO'S HUNGRY FOR CHANGE?

Q1 How do you take an active part in the economy? circle the correct answer(s)

If you buy nothing
If you make products to sell
If you buy minecraft and play it on PS5

Q2 Are the rules for our current economic system based on the thinking of modern economics (2000 onwards) or 20th century ideas?

Q3 When will a product be expensive? circle the correct answer

When it is plentiful and it is in high demand
When there isn't much of it and it is in high demand

Q4 The success of an economy is based on? circle the correct answer

GNP - Gigantic Number Pain
GDP - Gross Domestic product
GRP - Gross Random Product

Q5 If an economy is doing well what will happen to GDP every year?

Q6 What did Margaret Thatcher and Ronald Reagan decide to do? circle the correct answer

Remove regulations on economic activity; countries can trade freely with each other
Limit and regulate economic activities; countries cannot trade freely with each other

7 Circle the sentences which describe Neoliberalism.

Faith is put in the market
Citizens rights are always more important corporations' rights
Competition between businesses is what regulates the economy
Governments interfere with the economy to regulate it

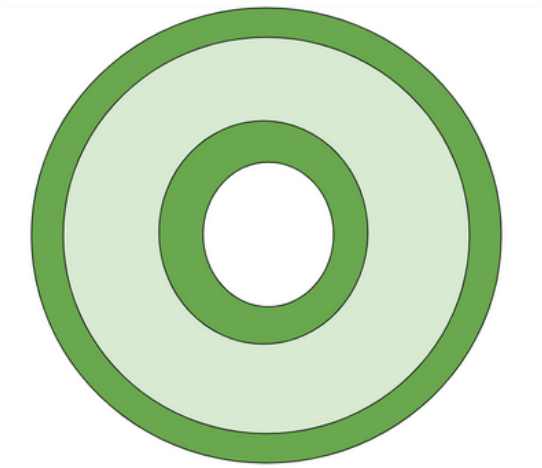
Q8 Why is it bad if the economy and GDP continues to grow?



Q9 Since 1995 the top 1% of humanity has sucked up how many times more wealth than the bottom 50%?

Q10 What other things do we value that aren't adequately included in GDP?

Q11 What is the name of the economist that developed the doughnut economic model of economics?



Q12 The outer ring represents the 'ecological ceiling'. This means that the economy should not damage our environment in such a way that it will harm nature, for example the ocean or the climate. Circle the following elements that are part of this ecological ceiling.

Air pollution Gender Equality Chemical pollution Political voice Education

Biodiversity loss Ozone depletion Networks Housing Peace and Justice

Q14 In which part of the doughnut do we want to exist and why? circle the correct answer

The hole of the doughnut
The middle ring
Outside the ecological ceiling

Q15 Ireland's doughnut for 2022 would look very different to Ireland's doughnut for 2015. Some changes that have been made since then are better reproductive rights, more inclusive marriage rights, and citizens assemblies on biodiversity loss and climate change. How do you think these changes happened? Circle the correct answer.

Consumer demand
Citizen action
Through economic growth



Q16 We need an economy that thrives whether or not it grows. Circle the option(s) that will allow us to do that.

By meeting the needs of only the wealthiest in our society, within the needs of the planet.
By valuing household work, such as raising children and caring for the elderly.
By having a government that takes only the voices of the wealthy into account.
By respecting, sharing and becoming accountable for the resources we have in common, e.g. air and water.
By having better indicators than GDP, which account for different values rather than just money.

Q17 How can we ensure that wealth is shared evenly? Circle the correct answer(s) below.

We need to keep burning fossil fuels instead of creating renewable energy communities.
We can create businesses that are owned by their workers.
We can design our budgets democratically to include every voice.

Q18 Name 2 cities are looking to adopt the doughnut model of economics?

Q19 - Discussion Question

1) Where do the following factors in our school fit into the doughnut?

- Solar panels
- School books
- Photocopying
- Food waste
- Students with additional educational or behavioural needs

2) Where is your school falling below the social foundation or shooting about the ecological ceiling?



ANSWERS

Q1 How do you take an active part in the economy? circle the correct answer(s)
If you make products to sell
If you buy minecraft and play it on PS5

Q2 Are the rules for our current economic system based on the thinking of modern economics (2000 onwards) or 20th century ideas?
Our current system is based on economic ideas from the 20th century and older.

Q3 When will a product be expensive? circle the correct answer
When there isn't much of it and it is in high demand

Q4 The success of an economy is based on? circle the correct answer
GDP - Gross Domestic product

Q5 If an economy is doing well what will happen to GDP every year?
It will grow

Q6 What did Margaret Thatcher and Ronald Reagan decide to do? circle the correct answer
Remove regulations on economic activity; countries can trade freely with each other

Q7 Circle the sentences which describe Neoliberalism.
Faith is put in the market
Competition between businesses is what regulates the economy



Q8 Why is it bad if the economy and GDP continues to grow?
More natural resources are used.
More pressure on people to work harder and longer.
More and more waste is made.
If all people around the world bought as much as us in Ireland we would need 3 planet Earths to sustain humanity.
It doesn't value the environment. The conservation of nature doesn't count towards GDP.

Q9 Since 1995 the top 1% of humanity has sucked up how many times more wealth than the bottom 50%?
20

Q10 What other things do we value that aren't included in GDP?
Nature, Kindness, Creative thinking, Music and art, Nutritious food, Social care

Q11 What is the name of the economist that developed the doughnut economic model of economics?
Kate Raworth

Q12 The outer ring represents the 'ecological ceiling'. This means that the economy should not damage our environment in such a way that it will harm nature, for example the ocean or the climate. Circle the following elements that are to do with this ecological ceiling.

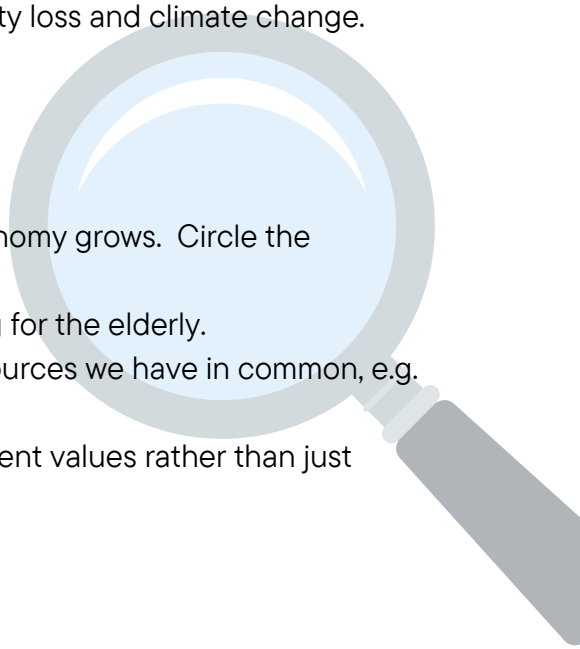
Air pollution Gender Equality Chemical pollution Political voice Education

Biodiversity loss Ozone depletion Networks Housing Peace and Justice

Q14 In which part of the doughnut do we want to exist and why? circle the correct answer.
Ans. = The middle ring - This is a safe and just space for humanity where everyone's needs are met, and we are not harming our environment.

Q15 Ireland's doughnut for 2022 would look very different to Ireland's doughnut for 2015. Some changes that have been made since then are better reproductive rights, more inclusive marriage rights, and citizens assemblies on biodiversity loss and climate change. How do you think these changes happened?
Circle the correct answer.
b) Citizen action

Q16 We need an economy that thrives whether or not the economy grows. Circle the option(s) that will allow us to do that.
By valuing household work, such as raising children and caring for the elderly.
By respecting, sharing and becoming accountable for the resources we have in common, e.g. air and water.
By having better indicators than GDP, which account for different values rather than just money.



Q17 How can we ensure that wealth is shared evenly? Circle the correct answer(s) below.
We can create businesses that are owned by their workers.
We can design our budgets democratically to include every voice.

Q18 Name 2 cities are looking to adopt the doughnut model of economics?
Amsterdam, Melbourne, Sydney, Berlin, Brussels, Mexico City, Dublin



WALKING DEBATE:
DOUGHNUT ECONOMICS - WHO'S HUNGRY FOR CHANGE?

THE RULES FOR OUR ECONOMY SHOULD BE BASED ON TYPES OF ECONOMIC THINKING THAT ARE SUITABLE FOR THE 21ST CENTURY.

WHEN WE MEASURE A COUNTRY'S SUCCESS, WE SHOULD BE FACTORING IN KINDNESS AND NATURE - NOT JUST MONEY.

THE FUTURE WOULD BE BETTER IF WE ADOPTED THE DOUGHNUT ECONOMICS MODEL.

IN OUR CURRENT ECONOMY WE DON'T CARE IF OTHER PEOPLE ARE HOMELESS, HUNGRY OR SUFFERING AS LONG AS WE ARE OKAY.

SESSION 11: THE CLIMATE'S GONE A BIT FUNNY - DOING COMEDY IN A CRISIS

DELIVERED BY: Colm O' Regan

DESCRIPTION:
Every career is a climate career. Colm O' Regan uses comedy to help people not get into a state about the state of the planet and to do something about it instead. Comedy is a way of talking about the climate emergency. Colm uses comedy to help people to release tension and bring them together. In this session Colm will give you a laugh, some tips and inspire you to create your own comedy sketch.

LESSON PLAN:

1) Watch the video (17 mins 59s). This video has a worksheet. Click on the **link to access the video.**

2) Walking debate. Click on the link to **access the walking debate.**

3) Ask the students to create their own comedy sketch on climate change or biodiversity loss.

4) Check out some of the other activities.

OTHER ACTIVITIES:

Check out a good news story, RTE Climate Heroes **The Glass Artist.**

TAKE ACTION:

Create a sketch about climate breakdown education and share it on social media.

SESSION 11:
THE CLIMATE'S GONE A BIT FUNNY - DOING COMEDY IN A CRISIS

WORKSHEET: CLIMATE COMEDY

Q1 What kind of strange things do people study?

Q2 What are the challenges when it comes to making comedy about the climate crisis.

Q3 What do we have to do when planting trees?

Q4 What is the final problem about comedy and climate change?

Q5 What has comedy been used to do?

Q6 Where did Colm grow up?

Q7 What did Colm get as a hand me down?

Q8 What was the oddest things they used for cleaning in Colm's house?

Q9 What can comedy do to help communicate climate change?

1

2

3

Q10 Before you create comedy. What do you need to do?

1

2

3

Q11 What kind of rules should you think about when creating comedy?



ANSWERS

Q1 Bag piping, surfing, being a psychic

Q2 It's really serious and no one wants to talk about it

Q3 Plant the right ones in the right place?

Q4 It's about doing the right thing. Comedy is about being inappropriate.

Q5Expose the truth, telling our stories.

Q6 Dripsey, Co. Cork

Q7 Shorts

Q8 His fathers old underpants

Q9
1It attracts attention to a topic that might seem complicated or depressing
2.Laughter can help you remember.
3.It's about building trust. You're putting yourself out there. People don't feel intimidated by experts

Q10
1 Who am I? What am I interested in?
2 What kind of comedy do I like?
3 Who is your audience?
4 Who do you hang out with?

Q11 Target the big companies or the powerful....not the small guy



WALKING DEBATE
CLIMATE COMEDY

CLIMATE BREAKDOWN IS TOO OVERWHELMING AND TOO BIG. WE NEED SOME COMEDY TO LIGHTEN UP THE SITUATION.

COMEDY CAN HELP MOVE PEOPLE TOWARDS CLIMATE ACTION.

WE SHOULD NOT BE LAUGHING ABOUT SUCH A SERIOUS SITUATION.

THERE IS NO SILVER BULLET WHEN IT COMES TO GETTING PEOPLE ON BOARD. WE NEED LOTS OF DIFFERENT APPROACHES. SOME PEOPLE WILL BE MOTIVATED TO TAKE ACTION BY HEARING FRIGHTENING NEWS, OTHERS WILL BE MOTIVATED BY HEARING GOOD NEWS STORIES.

SESSION 12: NO-ONE LEFT BEHIND - A FAIR AND JUST TRANSITION IN IRELAND

DELIVERED BY: Emer Savage, Global Action Plan Ireland

DESCRIPTION: As countries race to meet international commitments, they put more money into industries and technologies that release less carbon. But people and places that rely on traditional industries, like turf-cutting and farming, run the risk of being left behind. And when governments use taxes to change people's behaviour, this impacts the poorest people the most.

How do we make sure that all communities and cultures benefit from a push to a cleaner, greener planet? How can actions we take for the climate benefit the poorest and most vulnerable?

Using examples from Ireland and worldwide, this session will explore what a Just Transition means in Ireland and abroad - and challenge you to do something about it.

LESSON PLAN:

1) Watch the video (28 mins 15s). This video has a worksheet. Click on the **link to access the video.**

2) Do the walking debate (10-20mins). Click on the link to **access the walking debate.**

OTHER ACTIVITIES:

Check out the **link between racism and environmental destruction**

Good News RTE Climate Heroes **Roscommon Bog Restoration**

TAKE ACTION:

Organise a trip to your local bog.

SESSION 12:
NO-ONE LEFT BEHIND - A FAIR AND JUST TRANSITION IN IRELAND

WORKSHEET: JUST TRANSITION - NO ONE LEFT BEHIND.

Q1 What words do you associate with JUST and what words do you associate with TRANSITION?
JUST -
TRANSITION -

Q2 What 3 elements do we need to think about in a Just Transition?

Q3 The environmental justice movement felt that the big oil and atomic companies were getting all of the benefits of money and power. But who was suffering from the pollution and toxic waste produced these companies?

Q4 Why did Tony get money for these workers?

Q5 What is the aim of the Global Goals?

Q6 What type of workers could be negatively impacted by climate action?

Q7 People in the midland are dependent on what for their livelihoods?

Q8 Why do these people need a Just Transition?

Q9 When people moved to the midlands for work, what were the perks?

Q10 Why are peat bogs important?

Q11 Why were shock waves sent through local communities in the midlands?

Q12 Many of the communities that are in danger of being left behind because of climate action are doubly at risk because of what factors?

Q13 Climate justice means that we cannot just focus on the economy. What do we also need to focus on and why is that important?



ANSWERS

Q1 J
UST - Equal, Fair, Right, Equitable
TRANSITION - different, new, change, improve

Q2 Social, Environment, Economy

Q3 The workers and marginalised communities.

Q4 To help them to get an education and to move away from these toxic jobs.

Q5 Goals aim to build a fairer, greener world by 2030.

Q6 People of make cars, people who install gas boilers, people who work with the coal, oil, gas and peat or turf industries, farmers.

Q7 Peat

Q8 Bord na Mona used peat to generate electricity. We are no longer harvesting turf to burn to make electricity because this contributes to global warming. These workers will need new jobs to make a living and we need to help them with that.

Q9 Steady work, guaranteed income, affordable housing, sense of community.

Q10 They store lots of carbon which means they are good for addressing climate change.

Q11 A plan was made to stop extracting peat within 20 years. However, a number of plants closed abruptly. This meant that workers lost their jobs. They weren't properly considered in this transition.

Q12 class, gender, race, rural isolation, lack of access to education

Q13 We need also need to consider the social aspect, we need to take people who are most at risk into account. Unemployment can lead to social unrest and people can disengage with the demographic process.



WALKING DEBATE
JUST TRANSITION - NO ONE LEFT BEHIND.

I HAVE SOME UNDERSTANDING OF THE TERM JUST TRANSITION.

I CAN GIVE AN EXAMPLE OF A SITUATION WHERE THERE NEEDS TO BE A JUST TRANSITION.

WE NEED TO RAPIDLY TRANSFORM OUR SOCIETY AND THAT MEANS THAT SOME PEOPLE JUST HAVE TO SUFFER.

IF GOVERNMENTS AND BUSINESSES DEVELOPED A BETTER TRANSITION STRATEGY THEN WE WOULD BE BETTER ABLE TO TAKE CARE OF EVERYONE.

I UNDERSTAND WHY OUR PEATLANDS ARE SO IMPORTANT TO ADDRESS CLIMATE CHANGE.

GLOBAL CITIZENSHIP & ENVIRONMENTAL EDUCATION RESOURCE BOOKLET

FULL LESSON PLANS AND RESOURCES FOR A 12 WEEK COURSE



IRISH SCHOOLS SUSTAINABILITY NETWORK