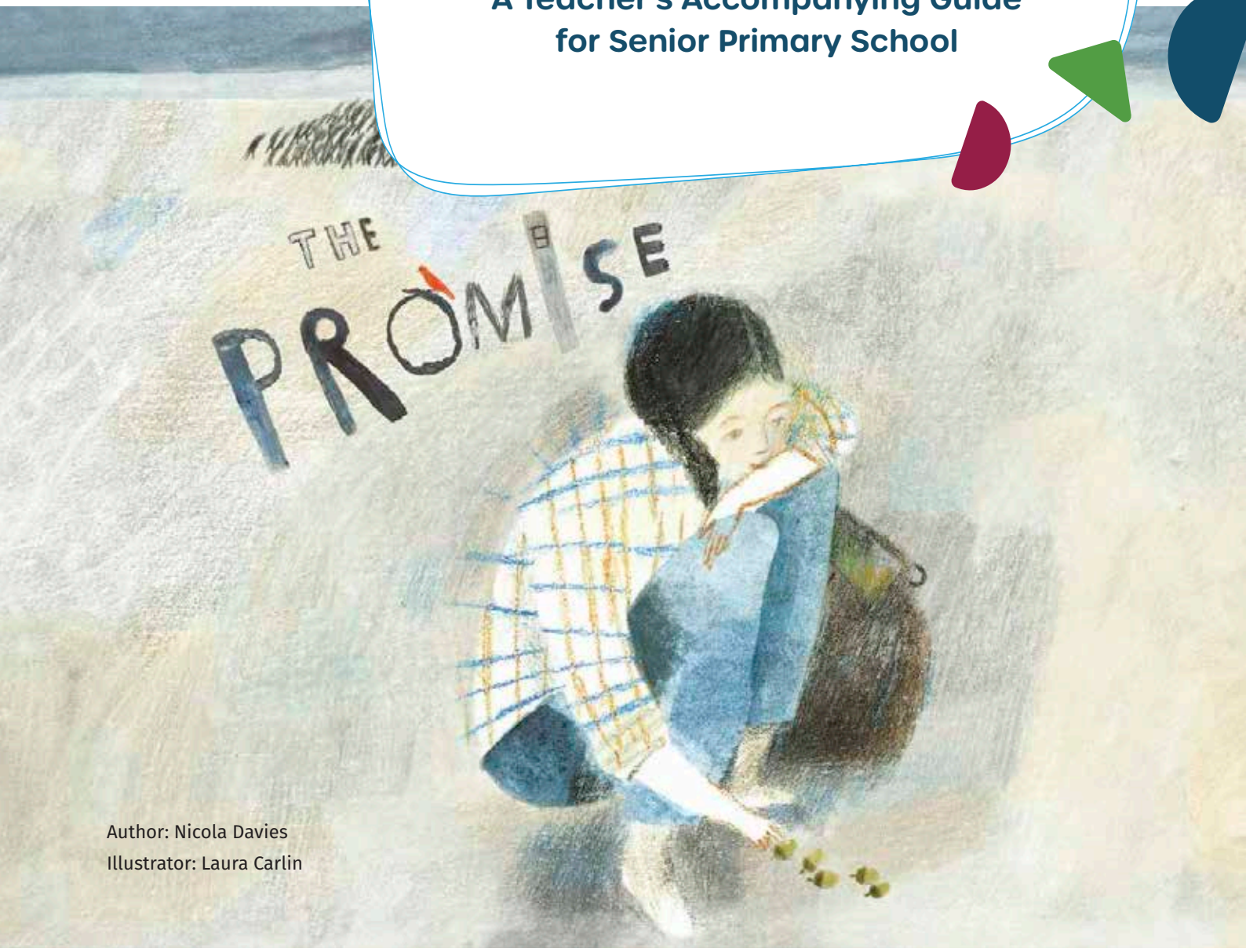
Global Village

Global Citizenship in Primary Schools

'The Promise'

A Teacher's Accompanying Guide for Senior Primary School



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DCU
into Irish National Teachers' Organisation Cumann Múinteoirí Éireann
Irish Aid An Roinn Gnóthaí Eachtracha Department of Foreign Affairs
ippn Leading and Learning
Trócaire TOGETHER FOR A JUST WORLD

Class group: Senior Primary School (3rd – 6th Class)

Global Citizenship Education (GCE) themes: Environmental awareness, Sustainability, Inclusivity

Purpose: To instil in students the values of empathy, environmental stewardship, and the importance of fulfilling commitments by encouraging action as global citizens.

Direct primary school curriculum links:

Activity number(s)	Primary Curriculum Framework 2023 Key Competency	Primary Curriculum Framework 2023 curriculum area	Primary School Curriculum 1999 subject	Strands
1.2, 1.3, 2.1, 4.1	Being a Communicator and Using Language	Language	English	Oral language; Reading, Writing
5.1	Being an Active Learner	Science, Technology, Engineering & Mathematics Education	Science	Living Things
5.1	Being Mathematical		Mathematics	Number, Data, Measures
5.2	Being Creative	Arts Education	Visual Arts	Fabric & Fibre
2.2			Drama	Drama to explore feelings, knowledge and ideas leading to understanding.
3.1			Music	Composing
1.1, 3.2	Being Well	Wellbeing	Physical Education	Outdoor and Adventure Activities
All activities	Being an Active Citizen		Social, Personal & Health Education	Myself & Others; Myself & the Wider World
2.3	Being an Active Learner	Social & Environmental Education	History	Stories; Change & Continuity
4.2			Geography	Human Environments

Aistear/Siolta theme links:

- Identity and Belonging
- Wellbeing

Sustainable Development Goals link: Goal 11: Climate Action. Goal 13: Sustainable Cities and Communities.

For more information about the Sustainable Development Goals (SDGs), visit https://sdgs.un.org/goals.

Please note: As with all resources, it is important that the facilitator reads the resource in advance and considers if activities and/or content needs to be adapted for learners in the class.

While reading 'The Promise' by Nicola Davies, it is essential to understand the difference between secrets and promises, especially concerning child safeguarding.

- Promises: In the context of this story, promises are commitments or pledges that characters make to themselves or others to bring about positive change. Promises can be uplifting and foster trust and responsibility.
- Secrets: Secrets, on the other hand, can sometimes be harmful. If a child is asked to keep a secret that makes them feel uncomfortable, scared, or confused, it is important for them to know they should tell a trusted adult.

Always encourage children to speak up if they are unsure about a promise or a secret. It is crucial for children to understand that certain secrets should never be kept, especially if they involve someone's safety or well-being. Trusted adults, such as parents, teachers, or caregivers, are there to help and protect them. This resource aims to promote literacy while ensuring the safety and well-being of all children.

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1. Pre-reading Activities

1.1 Wellbeing (Physical Education):

Nature Senses Activity:

- Students are introduced to 'fox-walking' and practice placing their weight on their back foot while they step forward gently placing the toes down first, and then rolling the foot back towards the heel. Students should practice and progress to keeping their eyes up while fox-walking and can discuss why this is important if you are potential prey in the natural world. Fox-walking in bare feet is encouraged where possible to improve students' mindfulness and nature connection.
- Students are then shown how to cup their ears to focus their hearing or 'deer-ears'. Students are invited to close their eyes and focus more on their sense of hearing and to try to listen to noise behind them by cupping their ears backwards.

Nature Senses Game:

- Students make a large circle with one person sitting in the centre. The student in the middle sits on the floor with their eyes closed and an object in front of them. This student represents a hibernating bear and its fish. The 'bear' then closes their eyes and students must take turns to sneak into the centre of the circle unheard and steal the 'fish'. Sneaking students should practice fox-walking in this game while the 'bear' can practice deer-ears from the previous nature senses activity. If the bear hears the sneaking students and points in their direction, they must return to the edge of the circle and try again.
- Discuss whether there are bears in Ireland now and whether there were bears in Ireland in the past? What might have caused their extinction from Ireland? If we were to reintroduce bears, how would that affect our ecosystems and daily lives?
  - ***Restoring Balance in Nature:*** *Brown bears are important for keeping the ecosystem balanced. By eating a variety of foods, they help control the populations of these animals, which prevents any one species from becoming too numerous and damaging the environment. For instance, if there are too many deer, they might eat too many young trees and plants, harming forests and the animals that live there.*
  - ***Encouraging Tourism and Education:*** *Brown bears can attract tourists and nature enthusiasts to Ireland, boosting the local economy. People might come to Ireland specifically to see the bears and enjoy the natural landscapes where they live. This can create jobs and bring more money to local communities.*
  - ***Challenges and Safety Measures:*** *Reintroducing bears means people will need to learn how to live safely alongside them. This includes understanding bear behaviour, storing food properly when camping, and knowing what to do if they encounter a bear. There will be new rules and guidelines to follow to ensure both human and bear safety.)*
- For more information on native Irish species and reintroduction attempts, students can explore websites such as wildireland.org.

1.2 Language (English – Discussion):

Begin by discussing with students their experiences with nature: how humans are part of the wider natural world; environmental issues they are aware of and the importance of caring for the environment. Use mind mapping on chart paper or a Mentimeter to capture their ideas on chart paper or a digital whiteboard.

a. What do you think of when you hear the word, 'nature'? What images, feelings and memories come to mind?
b. How do you feel towards nature? Explain your answer.
c. Describe environmental strengths and issues that are evident in your community.
d. Why is it important to care for the environment?
e. What kind of promises do we make in the classroom (e.g. class contracts, school rules)?

f. How do you feel about these promises?

g. What promises are made by individuals and countries to the Earth? How are these followed? (Introduce Sustainable Development Goal 11 & 13 using sdg.un.org, more information in Appendix 3)

h. What are your views on stealing? Do you think these views are the same all over the world? Why (not)?

i. What global guidelines and agreements do people and nations all over the world try to follow? (Introduce the illustrated Universal Declaration of Human Rights and/or UN Convention on the Rights of a Child - 1 page summary on UN Convention on the Rights of a Child available here.)

j. Which human rights are linked to activity 1.1? (Repeat for each activity as they are completed)

1.3 Language (English- Predicting and Questioning):

- Show the cover of 'The Promise' to the class and ask students to make predictions about what they think the story might be about based on the title and illustrations. Encourage them to generate questions they have about the story and its themes of 'Being an Active Citizen' (See Appendix 3) and environmental stewardship using a word wall or question box. Invite students to formulate at least one question about human rights during this exercise.

2. During Reading Activities

2.1 Language (English- Discussion):

Using the prompt questions below, pause at strategic points during the reading to allow students to reflect on the story so far. Have them discuss their thoughts and observations with a partner before sharing with the whole class. Encourage them to make connections between the events in the story and their own experiences.

Pages 1-4:

a. How do you think the main character, the girl, felt about living in the city? How did she describe it? Have you ever felt a similar way about where you live?

b. What do you think the author is trying to convey about the importance of nature and the environment in our lives? How does this relate to our responsibility as global citizens to protect the planet?

Pages 5-9:

c. Discuss the concept of interconnectedness as illustrated by the girl's encounter with the woman she steals from. How are humans connected to each other? How does this connection influence our actions as global citizens?

d. Why do you think the girl made a promise to the old woman with the bag of acorns? What does this reveal about her character and sense of responsibility towards others?

Pages 10-13:

e. Explore the theme of environmental degradation and its impact on communities. How do the illustrations in 'The Promise' help convey the transformation of the grey city into a vibrant forest? What message does this transformation send about the potential for positive change?

Pages 14-18:

f. Reflect on the girl's journey to fulfil her promise to the old woman. What challenges did she face along the way, and how did she overcome them? How does this relate to the concept of perseverance and resilience as traits of global citizens?

Pages 19-22:

g. Discuss the role of community and collaboration in the restoration of the grey city. How did the girl's actions inspire others to join her in the effort? How can collective action contribute to positive change on a global scale?

Pages 23-26:

h. Reflect on the girl's realisation that her promise to the old woman has a broader impact on the environment and future generations. How does this relate to the concept of sustainable development and the long-term well-being of communities worldwide?

i. How can we apply the lessons learned from 'The Promise' to our own lives and communities? What actions can we take as global citizens to protect the environment and promote social justice?

2.2 Arts Education (Drama – roleplay/character analysis)

a. Narrative 4-inspired exercise: Students are asked to retell the story of the thief and/or the old woman in the first person to their partner to develop empathy and understanding of the characters' perspectives. Once students have completed the exercise in pairs, groups of four can be formed to discuss the students' feelings of taking on and telling someone else's story.

- How did it make you feel to tell someone else's story in the first person? What were you conscious of when you were retelling the story?
- How can we ensure we tell stories of others accurately?
- What could happen in our communities and in the wider world if certain people are misrepresented by a single narrative or story?
- What skills did this exercise help you to develop?
- How could these skills help you to be a better global citizen?

b. Conscience Alley:

- Students are invited to recall the scene where the thief steals the bag of acorns from the old lady. This scene can be reenacted in groups of four where a freeze-frame is created by the first pair and the second pair verbalise the frozen characters' inner thoughts.
- The students are then invited to form two lines facing each other and an individual representing either the thief or the old lady take turns to slowly walk between the two lines. As each student in the line is passed, they verbalise what the character walking down conscience-alley is thinking or feeling.

Group reflection questions can then be posed to the group:

a. What feelings or thoughts were named in this exercise?

b. How could someone deal with the emotions and thoughts mentioned? Who could help?

c. How would you describe each of the characters in the story as citizens? Explain your answers.

d. What advice would you give to either of the characters to encourage them to be active citizens?

2.3 Social & Environmental Education (History – Research):

- Guide students in researching the global causes of urbanisation and climate change (suggested websites in 'Additional resources' section) focusing on the root causes. Students are then encouraged to identify an environmental issue affecting their local community or the wider world, such as pollution, habitat destruction, or climate change. Encourage them to analyse data, evaluate evidence, and propose solutions to address these issues using local information sources (e.g. fossil fuel emissions from national websites; finding examples of habitat creation/destruction in community newsletters; stories of climate action in local newspapers etc.) Safe practice should be used when incorporating IT. Adhere to your school's IT policy.
- The students' research findings can be presented in any medium they choose (e.g. poster/display board, PowerPoint, oral presentation, film, song, poem) and should focus on the cause and effect of the environmental issue researched. The presentation of these research projects can form the content for a class or school assembly and should be shared with other classes and stakeholders in the school.
- Finally, ask the class, how can we use our research to take action to improve our local environment? Suggestions can be presented to school management and wider community.

2. Post-reading Activities

3.1 Arts Education (Music – experiencing, composing & performing):

- Introduce learners to Vivaldi's 'Four Seasons'. Discuss Vivaldi's background as an Italian composer and ask the students to identify each season in the instrumental composition based on the imagery provoked and instruments used.

Discussion:

a. What seasons did Vivaldi experience in the 17th/18th Century? Are they the same seasons we experience now? Why (not)?

b. Does every country in the world experience four seasons? Explain and explore.

- Using physical instruments or music composition software like GarageBand, encourage the students to compose their own piece of music to depict the state of the environment. The class can be broken into three groups where one group focuses on the state of the environment before seeds are scattered; a second group focuses on the state of the environment currently and the process of scattering seeds; and the final group compose a piece of music for the future environment they wish for and how it might look after the seeds grow. Group performances can be recorded and shared with other classes, on the school website, and wider community to raise awareness of the students' environmental views.

3.2 Wellbeing (Reflective Journaling):

- Students are asked to create and regularly add to their very own nature journal. Weekly invitations and prompts can be given to the class as motivation to add to their nature journals during movement breaks, meditation sessions, breaktimes or P.E. lessons (See 'Nature Journal prompts' in Appendix 1). Additional prompts could include reflection questions based around 'The Promise' (e.g. "How did the characters in the story demonstrate care for the environment?" or "What promises can you make to protect the

environment in your own life?"); invitations to write poems about the environment; or sketches and doodles of nature.

- During outdoor sessions, provide students with cameras/iPads to document their nature observations, encouraging them to record their discoveries, sketches, and reflections to add to their reflective nature journals.

4. The Promise Pledge (Action and Reflection)

4.1 Languages (English – Discussion):

- Having read 'The Promise' aloud with the class, encourage students to reflect on the story's themes and messages. Facilitate a class discussion about the importance of making promises to protect the environment and take care of living things. This brief reflection can lead to revisiting the UN Sustainable Development Goals (SDGs) and an invitation to the students to play 'web of connections'.
- Students create a circle with each member holding an SDG card (free printable pack available at Trocaire.org). Students then pass a ball of wool to another student in the circle whose SDG they feel is directly linked to the environment, giving reasons for their choice. Students can also discuss which goals they feel are harder to link to the environment. While each student is still holding the wool at their SDG, demonstrating the nexus of connections, ask one individual to let go of the connections they are holding. What happens to the web? What does this tell us about the SDGs? Students can then rank the SDG cards in order of importance for the environment and discuss their choices in pairs or groups.

4.2 Social & Environmental Education (Geography):

- The girl in the story planted seeds in many cities around the world. What might happen if more trees were planted in every city in Ireland / Europe / the world? What might this look like from space? (See 'One Tree Planted' website to use interactive maps to view the global forest watch.)
- Invite students to make their own promises inspired by the book, committing to SDG actions such as planting trees, reducing waste, or caring for local wildlife. Provide each student with a small seedling to plant (sourced from irishseedsavers.ie) as a tangible symbol of their promise that can be planted in the classroom, on the school grounds or at home.
- Facilitate a class discussion about climate change and how that could affect the growth of the students' seedlings. Research the crops that will no longer grow if the Earth warms by the predicted 1.5 degrees Celsius by 2030 using the list of helpful links in 'Additional Resources'.
    a. How will this affect communities in different parts of the world?
    b. What steps can we take to mitigate the climate crisis here at home?

5. Greening the School Grounds (Project-Based Learning)

5.1 Science, Technology, Engineering & Mathematics Education (Science/Mathematics):

- Discuss which areas of the city the girl in the book chose to plant acorns and why they were (un) suitable. Challenge students to identify areas of the school environment that could be transformed into more environmentally-friendly spaces, such as creating window boxes in classrooms; a wildflower meadow; planting a vegetable garden; installing bird feeders; insect hotels and tree planting depending on the school site restrictions. Discuss the pros and cons of developing each proposed area (e.g. Pro: lots of sunlight; Con: too much foot-traffic.)
- Divide the class into small teams and assign each team a specific project related to greening the school grounds (this can be guided by the school's development plan or the chosen Green Flag programme topic if applicable). Encourage students to conduct measurements, budgeting, and calculations for their projects (see examples in Appendix 2).

5.2 Arts Education (Art- Collaborative community art):

- Using the prompt question 'What would the world look like if we all came together to help the environment?' as inspiration, students are encouraged to depict their imagined future through the creation of an environmental art installation. This can be constructed using recycled materials collected from the school or local community. Brainstorm ideas for the installation, such as a sculpture made from plastic bottles; a mural depicting local wildlife; a mobile composed of natural materials; or an insect hotel.
- As part of the chosen community art installation, students are instructed on how to make 'Hazel Hearts' and collectively write an environmental care themed class message to the community about how 'hearts change' inspired by the quote from 'The Promise'.

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Additional resources:

2.2 Arts Education (Drama – roleplay/character analysis):

- Narrative 4 Story Exchange Facilitator training: https://narrative4.ie/primary-schools/

2.3 Social & Environmental Education (History): Website links for children researching urbanisation, industrial revolution and climate crisis:

1. **Urbanisation:**
   - Website: Central Statistics Office (CSO) - Census of Population
   - Description: The Central Statistics Office (CSO) conducts the Census of Population in Ireland, providing comprehensive data on population demographics, housing, and urbanization trends. The census reports offer valuable insights into the distribution and characteristics of urban areas across the country.
2. **Industrial Revolution:**
   - Website: National Museum of Ireland - Industry & Transport
   - Description: The National Museum of Ireland's Country Life branch features exhibitions on industry and transport, offering insights into Ireland's industrial past and its impact on society.
3. **Climate Crisis:**
   - Website: Climate Ambassador Programme
   - Description: The Climate Ambassador Programme provides educational resources and information on climate change, tailored for young people in Ireland. It offers insights into the science of climate change, its impacts, and actions individuals can take to address it.

4.2 Social & Environmental Education (Geography): Research links for the crops that will no longer grow if the Earth warms by the predicted 1.5 degrees Celsius by 2030:

1. **Climate Action Plan:**
   - Website: Ireland's Climate Action Plan
   - Description: The Climate Action Plan outlines Ireland's strategy for addressing climate change, including measures to mitigate greenhouse gas emissions and adapt to the impacts of global warming. It may provide insights into how changes in temperature could affect agriculture and crop production in Ireland.
2. **Teagasc - Agriculture and Food Development Authority:**
   - Website: Teagasc
   - Description: Teagasc is the national agriculture and food development authority in Ireland. Their website offers research and information on various aspects of agriculture, including crop production, climate change resilience, and sustainable farming practices.
3. **Environmental Protection Agency (EPA):**
   - Website: EPA Ireland - Climate Change
   - Description: The EPA's Climate Change section provides information on climate change impacts in Ireland, including potential effects on agriculture and food security. It may offer reports or research findings related to crop vulnerability under different climate change scenarios.

4. **Irish Farmers' Association (IFA):**
    - Website: Irish Farmers' Association
    - Description: The IFA represents the interests of farmers in Ireland and provides information on agricultural policies, practices, and challenges. Their website may feature articles or publications discussing the potential impacts of climate change on crop production and food supply.

5.1 STEM (Mathematics): Tree planting area mast year research:

1. **National Biodiversity Data Centre (NBDC):**
    - Website: National Biodiversity Data Centre
    - Description: The NBDC collects, manages, and shares data on Ireland's biodiversity, including information on plant species such as trees. They may have reports, surveys, or datasets related to acorn production and mast years in Ireland.
2. **Irish Environmental Network (IEN):**
    - Website: Irish Environmental Network
    - Description: The IEN is a network of environmental organizations in Ireland. They may provide resources, articles, or links to research on tree species and their reproductive patterns, including mast years and acorn production.
3. **Coillte - The Irish Forestry Board:**
    - Website: Coillte
    - Description: Coillte is the state-owned commercial forestry company in Ireland. Their website may include publications, research reports, or articles related to tree species and forestry management, which could contain information on mast years and acorn statistics.
5. **Department of Agriculture, Food and the Marine:**
    - Website: Department of Agriculture, Food and the Marine
    - Description: The Department of Agriculture, Food and the Marine in Ireland may have resources or reports on forestry and tree species, including data on mast years and acorn production.
6. **Irish Wildlife Trust (IWT):**
    - Website: Irish Wildlife Trust
    - Description: The Irish Wildlife Trust is an organization dedicated to the conservation of Ireland's wildlife and habitats. They may provide educational materials, articles, or links to research on native tree species and their reproductive cycles.

- Laois Forest School padlet: Age-appropriate resources and outdoor education lesson ideas for every month organised by the wheel of the year.

For offline users, please visit https://globalvillageschools.ie/teaching-resource/classroomresources/ or scan the QR below to access the online version of this resources with all active resource links:

Appendix 1: (3.2 Wellbeing; Nature journal prompts)

Term 1a: Lughnasadh (August 1st):

1. Visit a local farm or garden. What crops are being harvested? How do farmers and gardeners care for the land?
2. Find a shady spot under a tree and listen to the rustling leaves. Write a poem or short story inspired by the sounds of nature.
3. Investigate the life cycle of a plant, from seed to fruit or flower. Draw diagrams or write descriptions of each stage.

Term 1a: Autumn Equinox (September 22nd - 23rd):

1. Take a nature hike and collect different types of fallen leaves. Create leaf rubbings in your journal and identify each tree species.
2. Look for signs of migration among birds. Which species are leaving for warmer climates, and which are arriving for the winter?
3. Notice the changes in daylight hours. How does the angle of the sun affect the colours and shadows in your surroundings?

Term 1b: Samhain (October 31st - November 1st):

1. Explore a local woodland or forest. What creatures live there, and how do they prepare for the colder months?
2. Collect fallen twigs, pinecones, and other natural materials to make a seasonal craft. Describe the textures and scents as you work.
3. Set up a bird feeder in your yard or school grounds. Record the different species of birds that visit, and what foods they prefer.

Term 1b: Winter Solstice (December 21st - 23rd):

1. Take a winter nature walk and observe how plants and animals adapt to the cold. What strategies do they use to survive?
2. Create a winter-themed nature mandala using found objects like stones, pine needles, and berries. Reflect on the cycle of the seasons as you arrange your design.

Term 2a: Spring Equinox (March 20th - 23rd):

1. Observe the signs of spring around you. What plants are starting to bloom, and what animals are becoming more active?
2. Find a patch of grass and sit quietly for a few minutes. Record all the different sounds you hear. Can you identify any birds or insects?
3. Look closely at a budding tree. Draw or describe the changes you notice in its buds and branches.

Term 2b: Beltane (April 30th - May 1st):

1. Build a small May Day altar using flowers, leaves, and other natural materials you find. Describe the colours, shapes, and scents you include.
2. Take a nature walk and collect different types of wildflowers. Create a pressed flower collage in your journal.
3. Watch a sunrise or sunset outdoors. Describe the colours of the sky and how they change as the sun moves.

Term 3: Summer Solstice (June 20th - 23rd):

1. Spend time by a body of water, whether it's a river, lake, or ocean. What creatures can you spot? How does the water move and sound?
2. Look for signs of pollinators such as bees, butterflies, and hummingbirds. Record which flowers they are visiting and how they interact with them.
3. Lie down in a grassy field and watch the clouds. Write about the shapes you see and how they transform over time.

Appendix 2: (5.1 STEM; Suggestions for greening zones)

Window Boxes:

Prompt Questions:

- What types of plants would thrive in window boxes?
- How can we design the window boxes to maximize sunlight exposure?
- How much soil will we need for each window box?

Mathematical Tasks:

1. Calculate the perimeter and area of each window box to determine how much wood or other materials are needed for construction.
2. Research the average growth rate of different plant species and create a planting schedule for the window boxes, including how many plants can fit in each box based on their mature size.
3. Estimate the cost of soil, seeds or plants, and any decorative materials needed for the window boxes. Create a budget and plan for fundraising if necessary.

Wildflower Meadows:

Prompt Questions:

- What native wildflowers should we include in the meadow?
- How can we prepare the soil to encourage wildflower growth?
- How will we maintain the meadow throughout the year?

Mathematical Tasks:

1. Measure the area of the designated meadow space to determine how much wildflower seed is needed per square meter.
2. Research the optimal spacing between wildflower seeds and calculate how many seeds of each species are needed to cover the entire area.
3. Estimate the cost of wildflower seed per gram or kilogram and calculate the total cost for the project. Consider bulk discounts and fundraising options to stay within budget.

Vegetable Planting Area:

Prompt Questions:

- What types of vegetables are suitable for our climate and soil?
- How much space does each type of vegetable require to grow?
- How can we plan our planting schedule to ensure a continuous harvest?

Mathematical Tasks:

1. Measure the area of the vegetable planting area and calculate how many rows of vegetables can be planted, accounting for spacing between rows and individual plants.
2. Research the average yield per plant for each vegetable type and calculate how much food can be harvested from the entire planting area.
3. Create a budget for seeds, soil amendments, and any necessary equipment (e.g., gardening tools, irrigation systems). Calculate the cost per square meter and the total project cost.

Bird Feeders:

Prompt Questions:

- What types of birds are common in our area, and what foods do they prefer?
- How can we design bird feeders to minimise waste and prevent pests?
- How often will we need to refill the bird feeders, and how much food will be consumed each time?

Mathematical Tasks:

1. Estimate the volume of birdseed needed to fill each feeder and calculate how many feeders are required to accommodate the anticipated bird population.
2. Research the cost of birdseed per kilogram or pound and calculate the total cost for the project, including feeders and mounting materials.
3. Monitor bird feeder usage over time and collect data on refill frequency and the amount of food consumed. Use this information to adjust the budget and refill schedule as needed.

Appendix 2: (5.1 STEM; Suggestions for greening zones)

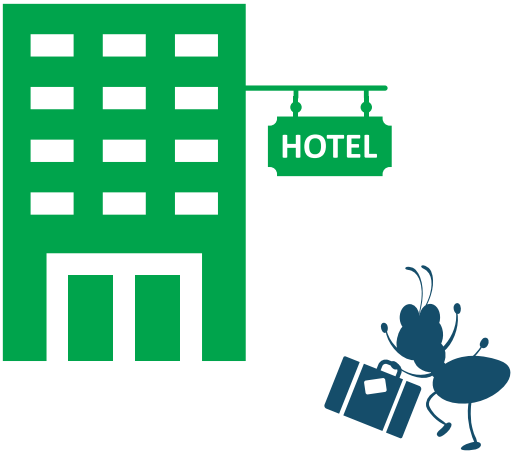
Insect Hotel:

Prompt Questions:

- What types of insects are beneficial to our local ecosystem?
- How can we design the insect hotel to provide suitable habitats for a variety of insect species?
- How will we monitor insect activity in the hotel and assess its effectiveness?

Mathematical Tasks:

1. Calculate the volume of each compartment in the insect hotel and estimate how many insects it can accommodate based on recommended habitat sizes.
2. Research the cost of materials for building the insect hotel, including wood, bamboo, and other natural materials. Create a budget and plan for fundraising if necessary.
3. Develop a monitoring plan to observe insect activity in and around the hotel. Assign students to record data such as species diversity, population sizes, and nesting behaviours over time.



Tree Planting Area:

Prompt Questions:

- What native tree species are well-suited to our local climate and soil conditions?
- How can we design the tree planting area to maximize biodiversity and ecological benefits?
- What long-term maintenance plan will ensure the health and growth of the trees?
- What is a mast year, and how does it impact local ecosystems and wildlife?

Mathematical Task:

1. Track acorn statistics over the past 5 years in Ireland (see 'Additional Resources' section for suggested links). Gather data on the number of acorns produced by different oak species, variations in production from year to year, and any trends or patterns observed.
2. Analyse the collected data to identify mast years, which are characterised by exceptionally high acorn production. Calculate the frequency and duration of mast years within a given dataset.
3. Consider the ecological implications of mast years, such as their effects on wildlife populations, forest regeneration, and ecosystem dynamics. Discuss potential strategies for managing or mitigating the impacts of mast years on local ecosystems.

Appendix 3: Information on SDG 11 and 13 (1.2 Language [g]):

Sustainable Development Goal 11: Sustainable Cities and Communities

Goal 11 is all about making cities and communities safe, inclusive, and sustainable places for people to live.

Key Points:

- **Safe and Affordable Housing:** Ensuring everyone has a safe, clean, and affordable place to live.
- **Public Transport:** Providing good public transport systems so people can get around easily and reduce pollution.
- **Green Spaces:** Creating more parks and green areas where people can relax and play.
- **Disaster Preparedness:** Making sure cities are prepared for natural disasters like floods and earthquakes to protect people and buildings.

Example: Imagine living in a city with lots of parks, clean streets, and buses that run on time. Everyone feels safe, and there are plenty of places to play and hang out with friends.

Sustainable Development Goal 13: Climate Action

Goal 13 focuses on taking urgent action to combat climate change and its impacts.

Key Points:

- **Reducing Emissions:** Cutting down on pollution from cars, factories, and other sources to slow down global warming.
- **Renewable Energy:** Using more wind, solar, and other renewable energy sources instead of fossil fuels like coal and oil.
- **Education and Awareness:** Teaching people about climate change and how they can help fight it.
- **Resilience and Adaptation:** Helping communities prepare for and adapt to changes in the climate, like stronger storms and rising sea levels.

Example: Think about planting trees at your school to help absorb carbon dioxide from the air. By using solar panels for electricity, your school can use cleaner energy, helping to protect the planet for future generations.

Appendix 3: Information on SDG 11 and 13 (1.2 Language [g]):

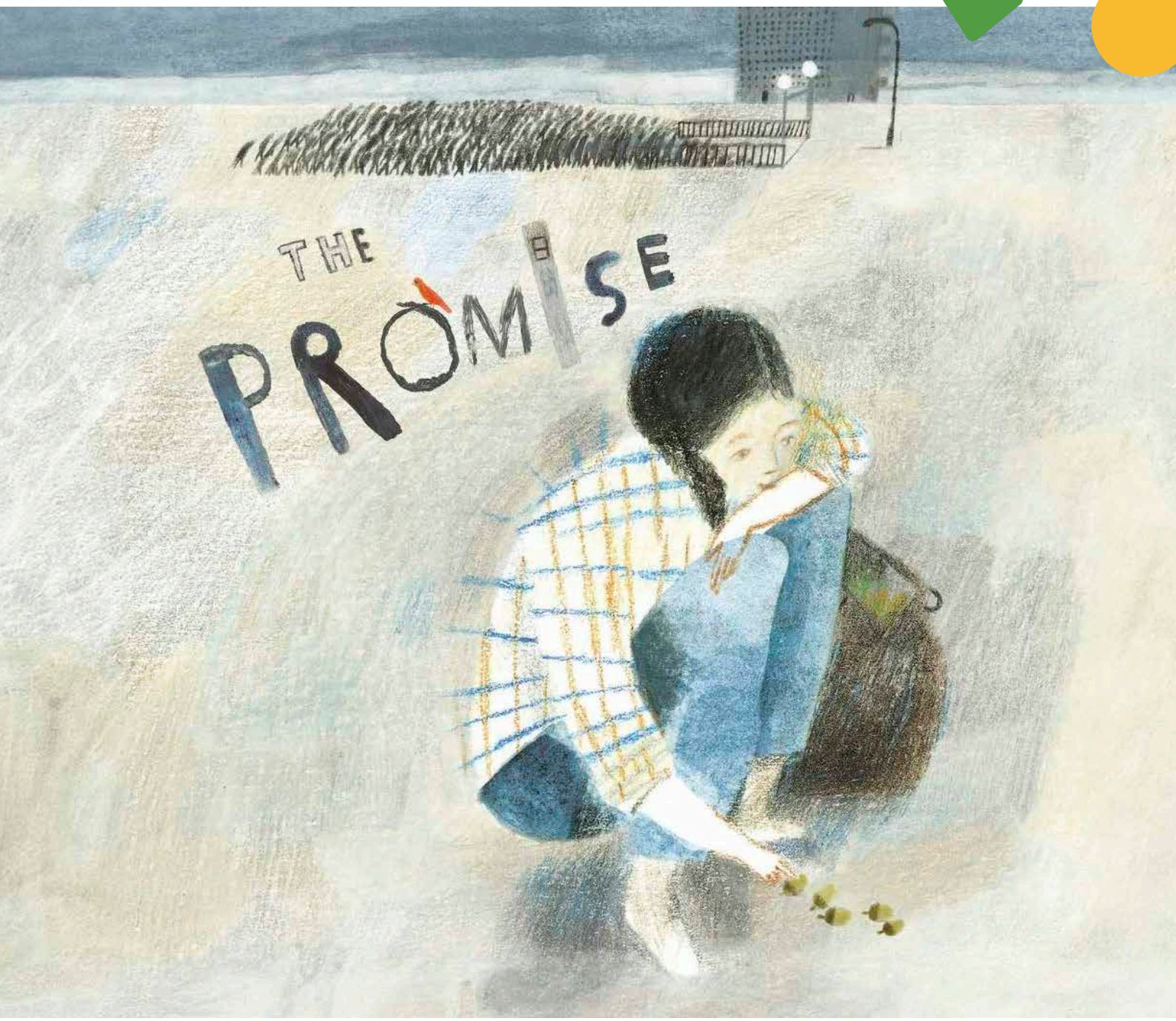
Being an Active Citizen

Key Competency: Being an Active Citizen

The Primary Curriculum Framework 2023 emphasizes the importance of 'Being an Active Citizen' as a key competency for students. This competency encourages children to engage with their communities and the wider world in a responsible and meaningful way.

- **Understanding Rights and Responsibilities:** Students learn about their own rights and the rights of others, as well as the responsibilities that come with them. They explore concepts such as fairness, justice, and the importance of participating in democratic processes.
- **Community Involvement:** Children are encouraged to take part in community activities, understand the needs of their local area, and contribute positively. This might include projects like community clean-ups, charity events, or local decision-making forums.
- **Environmental Awareness:** Being an active citizen includes understanding and acting on environmental issues. Students learn about sustainability, climate action, and how they can make a difference through everyday actions.
- **Global Citizenship:** This competency extends beyond the local community to include a global perspective. Students explore issues like human rights, global inequalities, and cultural diversity, fostering a sense of empathy and solidarity with people around the world.

By developing the skills and attitudes associated with 'Being an Active Citizen,' students become more informed, responsible, and proactive members of society. They are empowered to make positive changes in their communities and contribute to a more just and sustainable world.



Global Village
Global Citizenship in Primary Schools

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