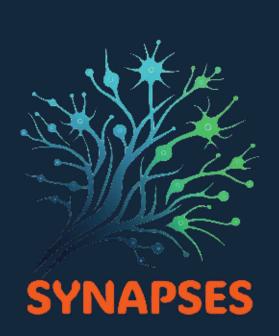
Inquiry Scenario Plan Design form

for the promotion of Sustainability Citizenship



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School Details				
School Name	Scoil Mhuire GNS			
City name (Rural/ small town/ middle town/	Dublin suburb			
big city)				
Number of pupils and teachers	685 pupils/ 30 teachers			
How many students and teachers will be	All pupils and teachers			
involved in the Plan?				

	685
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Title:

Environmental Education, Waste Management, and Sustainability Citizenship in Our School

Short Description (Max 500 words):

This comprehensive school plan integrates inquiry-based and place-based learning approaches to foster environmental education, waste management, and sustainability citizenship among students. The program aims to instill a deep understanding and commitment to environmental stewardship by engaging students in hands-on, real-world problem-solving activities within their local community. Through a series of structured lessons, students will explore the impact of waste on the environment, learn sustainable waste management practices, and develop projects to improve sustainability within their school and community.

Keywords (Up to 5):

sustainable waste management practices

Information about the Implementation

			•		
Language	of the students	:			
Age of the	e students:				
⊠9-12 □	12-15 🗆 15-18 🗆	18+			
Number o	f Lessons – Durc	ation (per le	sson):		
Number of	Lessons: 4		Duration per Less	on:	
Is this acti	vity a STEM Acti	vity?			
For which su	ubject(s) the activi	ty is usable, is	it an interdisciplina	ary activity?	
Science ⊠					
Physics □	Chemistry □	Biology⊠	Geosciences□	Environmental⊠	Other□
Technology					
Engineering	, 🗆				
Arts □					
Mathematic	:s 🛛				

Information about the Scenario

Curriculum and country:

Link of the current activity to the curriculum:

Country: Ireland Class: Upper Primary Grade: 5th/6th

Topic: recognise how the actions of people may have an impact on environments, recognise and investigate human activities which may have positive or adverse effects on local and wider environments

Objectives (Max 100 words):

Description of the learning objectives

- 1. To understand the principles of environmental education and sustainability.
- 2. To develop skills in waste management and sustainable practices.
- 3. To engage students in local environmental issues and community-based solutions.
- 4. To foster a sense of responsibility and active citizenship towards environmental conservation.

Students will explore environmental concepts, engage in critical thinking about waste and sustainability, and apply their knowledge through community-based projects. By the end of the program, students will be able to identify local environmental issues, develop practical solutions, and advocate for sustainable practices within their school and community.

Materials (Max 100 words):

Which resources and materials (software, hardware) are needed?

School Infrastructure	School Materials
 Classrooms: For theoretical lessons and group discussions. Computer Lab: For research and digital project creation. School Garden: For composting and gardening projects. 	 Computers/tablets with internet access Recyclable materials for projects Compost bins Gardening tools and supplies Educational software for environmental studies Waste sorting bins

Recycling Stations: For hands-on waste management activities.
 School Hall/Multipurpose Room: For presentations and exhibitions.
 Measurement tools (scales, rulers)
 Presentation materials (posters, markers, projectors)

Use of School Infrastructure

How are school facilities and equipment used in your educational scenario?

School Infrastructure	School Materials

Green competences:

Which green competences are covered by the activity?

Embodying Sustainable Values	Valuing Sustainability	×	Supporting Fairness	Promoting Nature	
Embracing Complexity in Sustainability	Systems Thinking		Critical Thinking	Problem Framing	×
Envisioning Sustainable Futures	Futures Literacy		Adaptability	Exploratory Thinking	×

Acting for Sustainability	Political Agency		Collective Action		Individual Initiative	
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The definition of the following terms can be found in <u>GreenComp</u> that is translated in all European Union languages.

Working with the community

Which external actors will be involved within the framework of the training scenario?

Organisation Type	Organisation Name
NGOs (Non-Governmental Organisations)	Municipal Waste Management Services: Collaborators for practical waste management education.
PTA (Parent-Teacher Association)	 Parents: Volunteers and supporters for community projects.
Local business	 Local Environmental Organizations: Partners for educational workshops and project support.
Other (please explain)	• Teachers and School Staff: Facilitators of the program and mentors for student projects.

How will the above-selected institutions help in the educational scenario?

This school plan is designed to be flexible and adaptable, allowing for the integration of additional resources and stakeholder involvement as needed to enhance the learning experience and ensure the successful implementation of environmental education, waste management, and sustainability citizenship in our school

Detailed activity description

Fill in the table below according to the hours of the training activity and its content (fill in the table with the subjects contained in your training scenario).

The educational scenario should follow the 5E didactic model of inquiry-based learning.

Number and name o	:	Course content	Teaching hours
Lesson Introduction Environmental Education	1: ••	 Content: Understanding ecosystems, human impact on the environment, and the concept of sustainability. 	10

Lesson 2: Waste Management Principles	 Activities: Interactive lectures, group discussions, and multimedia presentations. Content: Types of waste, waste hierarchy (reduce, reuse, recycle), and local waste management systems. Activities: Visits to local recycling facilities, hands-on waste sorting activities, and creation of informative posters. 	10
Lesson 3: Sustainability Practices	 Content: Sustainable living practices, composting, and gardening. Activities: Setting up a school composting system, planting a school garden, and researching sustainable products. 	10
Lesson 4: Community Engagement and Citizenship	 Content: Civic responsibility, community projects, and advocacy for sustainability. Activities: Developing and implementing a community clean-up project, organizing sustainability awareness campaigns, and presenting findings to local authorities. 	10

Evaluation (if any):

Please write how students are going to be evaluated

- **Formative Assessment:** Regular quizzes, participation in discussions, and reflection journals.
- Summative Assessment: Final projects, presentations, and written reports.
- Peer Assessment: Group project evaluations and peer feedback sessions.
- **Self-Assessment:** Student self-reflection on learning progress and project outcomes.

References (if any)

- 1. Chawla, L. (2009). "Learning to Love the Natural World Enough to Protect It."
- 2. Gruenewald, D. A. (2003). "The Best of Both Worlds: A Critical Pedagogy of Place."

3. Tilbury, D. (1995). "Environmental Education for Sustainability: Defining the New Focus of Environmental Education in the 1990s."

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Annex

Feel free to add any more information and material you have, indicatively photos from the activity, constructions needed or any handbook that may be available online.