

Course document

# Inquiry Scenario Plan Design form for the promotion of Sustainability Citizenship



Co-funded by  
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.



**SYNAPSES**

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

685	
Name	Gillian Brennan
Email	gillianbrennan1003@gmail.com

## Contents

*Inquiry Scenario*..... 1

*Plan Design form*..... 1

*for the promotion of Sustainability Citizenship*..... 1

    Sustainable Contact Details:.....2

    Title:..... 3

    Short Description (Max 500 words):..... 3

    Keywords (Up to 5):.....3

*Information about the Implementation*.....3

    Language of the students:.....3

    Age of the students:..... 3

    Number of Lessons – Duration (per lesson):.....3

    Is this activity a STEM Activity?..... 3

*Information about the Scenario*.....4

    Objectives (Max 100 words):.....4

    Materials (Max 100 words):..... 4

    Use of School Infrastructure.....4

    Green competences:..... 5

    Working with the community..... 5

    How will the above-selected institutions help in the educational scenario?.....5

    Detailed activity description.....5

    Evaluation (if any):.....6

    References (if any).....6

    Sustainable Contact Details:.....6

    Annex..... 6

**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 students:**

9-12  12-15  15-18  18+

**Number of Lessons – Duration (per lesson):**

Number of Lessons: 4

Duration per Lesson:

**Is this activity a STEM Activity?**

For which subject(s) the activity is usable, is it an interdisciplinary activity?

Science

Physics  Chemistry  Biology  Geosciences  Environmental  Other

Technology

Engineering

Arts

Mathematics

# Information about the Scenario

Curriculum and country:

Link of the current activity to the curriculum:

Country:  Class:  Grade:

Topic:

## 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
<ul style="list-style-type: none"><li>• <b>Classrooms:</b> For theoretical lessons and group discussions.</li><li>• <b>Computer Lab:</b> For research and digital project creation.</li><li>• <b>School Garden:</b> For composting and gardening projects.</li></ul>	<ul style="list-style-type: none"><li>• Computers/tablets with internet access</li><li>• Recyclable materials for projects</li><li>• Compost bins</li><li>• Gardening tools and supplies</li><li>• Educational software for environmental studies</li><li>• Waste sorting bins</li></ul>

<ul style="list-style-type: none"> <li>• <b>Recycling Stations:</b> For hands-on waste management activities.</li> <li>• <b>School Hall/Multipurpose Room:</b> For presentations and exhibitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement tools (scales, rulers)</li> <li>• Presentation materials (posters, markers, projectors)</li> </ul>
--	---

### 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 <input checked="" type="checkbox"/>	Supporting Fairness <input type="checkbox"/>	Promoting Nature <input type="checkbox"/>
Embracing Complexity in Sustainability	Systems Thinking <input type="checkbox"/>	Critical Thinking <input type="checkbox"/>	Problem Framing <input checked="" type="checkbox"/>
Envisioning Sustainable Futures	Futures Literacy <input type="checkbox"/>	Adaptability <input type="checkbox"/>	Exploratory Thinking <input checked="" type="checkbox"/>

Acting for Sustainability	Political Agency <input type="checkbox"/>	Collective Action <input checked="" type="checkbox"/>	Individual Initiative <input type="checkbox"/>
---------------------------	---	---	--

The definition of the following terms can be found in [GreenComp](#) 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)	<ul style="list-style-type: none"> <li>• <b>Municipal Waste Management Services:</b> Collaborators for practical waste management education.</li> </ul>
PTA (Parent-Teacher Association)	<ul style="list-style-type: none"> <li>• <b>Parents:</b> Volunteers and supporters for community projects.</li> </ul>
Local business	<ul style="list-style-type: none"> <li>• <b>Local Environmental Organizations:</b> Partners for educational workshops and project support.</li> </ul>
Other (please explain)	<ul style="list-style-type: none"> <li>• <b>Teachers and School Staff:</b> Facilitators of the program and mentors for student projects.</li> </ul>

### 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 of courses	Course content	Teaching hours
Lesson 1: <b>Introduction to Environmental Education</b>	<ul style="list-style-type: none"> <li>○ <b>Content:</b> Understanding ecosystems, human impact on the environment, and the concept of sustainability.</li> </ul>	10

		<ul style="list-style-type: none"> <li>○ <b>Activities:</b> Interactive lectures, group discussions, and multimedia presentations.</li> </ul>	
Lesson 2: <b>Waste Management Principles</b>		<ul style="list-style-type: none"> <li>○ <b>Content:</b> Types of waste, waste hierarchy (reduce, reuse, recycle), and local waste management systems.</li> <li>○ <b>Activities:</b> Visits to local recycling facilities, hands-on waste sorting activities, and creation of informative posters.</li> </ul>	10
Lesson 3: <b>Sustainability Practices</b>		<ul style="list-style-type: none"> <li>○ <b>Content:</b> Sustainable living practices, composting, and gardening.</li> <li>○ <b>Activities:</b> Setting up a school composting system, planting a school garden, and researching sustainable products.</li> </ul>	10
Lesson 4: <b>Community Engagement and Citizenship</b>		<ul style="list-style-type: none"> <li>○ <b>Content:</b> Civic responsibility, community projects, and advocacy for sustainability.</li> <li>○ <b>Activities:</b> Developing and implementing a community clean-up project, organizing sustainability awareness campaigns, and presenting findings to local authorities.</li> </ul>	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."

**Sustainable Contact Details:**

Name	Gillian Brennan
Email	Gillianbrennan1003@gmail.com

**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.