

Inquiry Scenario Plan Design form for the promotion of Sustainability Citizenship



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Title:**Biodiversity is Easy!****Short Description (Max 500 words):**

This educational scenario aims to embed biodiversity education across primary schools from Junior Infants to 6th Class. It supports the development of environmentally-conscious students by integrating practical, evidence-informed lesson plans into the classroom. The 10-lesson programme includes activities like "What is Pollination?", "Why is it Important?", "Who are the Pollinators?", "Map Your School for Bees", and "Taking Action for Pollinators". Supported through CPD events, expert collaborations, and sustained implementation strategies, the initiative encourages the creation of biodiverse school environments. Schools are also offered lesson resources, workshops, and signage to foster real-world learning around sustainability and biodiversity.

Keywords (Up to 5):

Biodiversity, Pollinators, Sustainability, Primary Education, Environmental Awareness

Information about the Implementation

Language of the students:

English, Gaeilge

Age of the students:

☒ 9-12 ☐ 12-15 ☐ 15-18 ☐ 18+

Number of Lessons – Duration (per lesson):

Number of Lessons: 10 Duration per Lesson: one hour

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: Irish Primary Curriculum – Republic of Ireland

Link of the current activity to the curriculum: SESE curriculum, especially science strand on Living Things and Environmental Awareness and Care

Country: Ireland Class: [Click or tap here to enter text.](#) Grade: Jnr. Inf. – 6th Class

Topic: Biodiversity and Pollination

Learning Objectives (Max 100 words):

What do you want students to be able to know/understand/be able to do at the end of this lesson? (Please use action verbs)

Students will be able to identify pollinators, understand the importance of biodiversity, recognize threats to pollinators, map their school's biodiversity, and implement practical actions to support biodiversity. They will develop critical thinking through observation, data collection, and reflection on local ecosystems, and foster environmental stewardship through school-wide initiatives.

Resources / Materials (Max 100 words):

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

Software	Hardware
Digital PDFs, presentations, biodiversity websites	Outdoor space, printed signage, maps, art materials, plant markers, tablets or laptops (optional)

Use of School Infrastructure

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

School Infrastructure	School Materials
Outdoor school grounds for mapping and planting; classroom space for CPD and workshops	Art supplies, signage, biodiversity lesson packs, planting tools

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

Acting for Sustainability	Political Agency <input checked="" type="checkbox"/>	Collective Action <input checked="" type="checkbox"/>	Individual Initiative <input type="checkbox"/>
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The definition of the following terms can be found in [GreenComp](#) which 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)	Stakeholders: 1. Climate Action Officer, Laois County Council – support with materials and messaging 2. National Biodiversity Data Centre – support with lesson content 3. Biodiversity Officer, Laois County Council – examples of local initiatives 4.
PTA (Parent-Teacher Association)	Up to individual schools
Local business	N/A
Other (please explain)	Trinity College Dublin's SISEC group – biodiversity community alliance

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

Click or tap here to enter text.

Detailed activity description

Fill in the table with the subjects contained in your training scenario. The educational scenario should follow one of the following active teaching strategies: Inquiry Based Learning, Challenge Based Learning or Place Based Learning ([see here](#)).

Number and name of courses	Course content	Teaching hours
Lesson 1: What is Pollination?	Introduction to pollination and its importance	1 hour

Lesson 2: Why is Pollination Important?	Role of pollinators in food production	1 hour
Lesson 3: Who are the Pollinators?	Identify different pollinators in Ireland	1 hour
Lesson 4: Map Your School for Bees	Identify current biodiversity around school	1 hour
Lesson 5: Taking Action for Pollinators	Plan biodiversity-friendly actions	1 hour
Lesson 6: Art and Biodiversity	Create signs and art to raise awareness	1 hour
Lesson 7: Create a School Garden	Planning biodiversity-focused planting	1 hour
Lesson 8: Engage with Experts	Talk or workshop with local biodiversity experts	1 hour
Lesson 9: Showcase & Share	Present findings to school community	1 hour
Lesson 10: Reflect & Plan Forward	Evaluate impact and plan sustainability	1 hour

Assessment (if any):

How will you assess learning (what could students say, make, create, do etc...)? What specific Assessment of Learning (AFL) and Assessment for Learning (AoL) strategies will you use to gather evidence of learning

Assessment will include student-led presentations, biodiversity maps, artwork, and written reflections. Teachers will use observation, peer feedback, and project-based assessment strategies to evaluate learning. Evidence of learning will also be gathered through classroom discussions, creative outputs, and before-and-after comparisons of school biodiversity features. These will be shared with us and we will collate this and also use our own data collection methods to supplement this data.

Reflection/Evaluation (if any)

How will you evaluate if the scenario was successful?

Success will be evaluated through teacher and student feedback, student engagement, and visible improvements in schools' biodiversity presentation. Evaluation methods include surveys, photo documentation, and staff reflections during CPD workshops.

References (if any)

Sustainable Contact Details:

Name	Catherine Doolan Liam O'Neill
Email	director@laoisedcentre.ie

School Informations:

School Name	Laois Education Support Centre
City name	Portlaoise
Number of pupils and teachers	N/A
How many students and teachers will be involved?	Hundreds

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.

Click or tap here to enter text.