



Green-Schools Programme

Information booklet for schools



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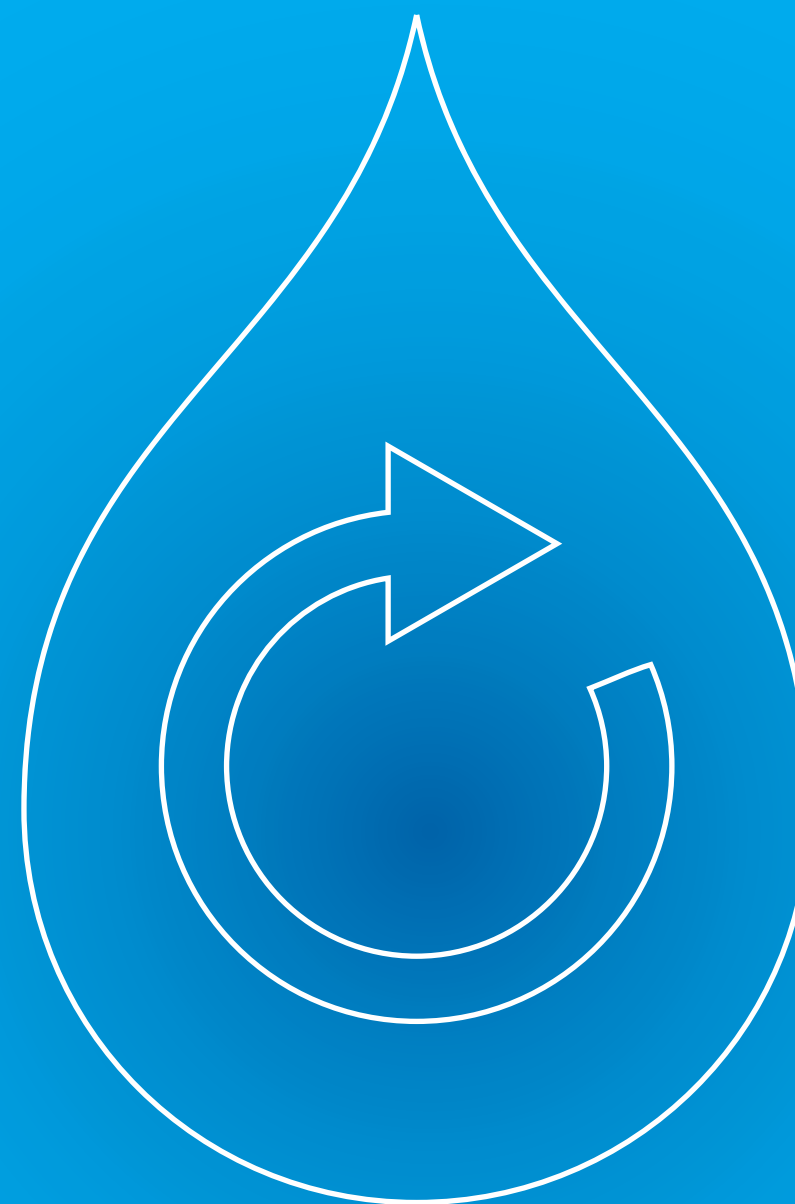
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Comhshaoil, Pobal agus Rialtas Áitiúil
Environment, Community and Local Government

Local Authorities

Water



Green-Schools Office

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www.greenschoolsireland.org

An Taisce – The National Trust for Ireland is the foremost environmental organisation in Ireland. Its range of interests extends from the natural heritage of land, air, water, flora and fauna, to the heritage of buildings and gardens. Through its local, national and international networks, it seeks to educate, inform and lead public opinion on the environment and influence policy and development. Strategies to achieve these aims include awareness and education projects, for example:



Education Unit programmes:
Green-Schools www.greenschoolsireland.org
Blue Flag www.beachawards.ie
Clean Coast www.cleancoastsireland.org
National Spring Clean www.nationalspringclean.org
Green Home www.greenhome.ie
Green Campus www.greencampusireland.org
Green Communities www.antaisce.org
Green Pre-Schools www.greenpreschoolsireland.org
Greening Communities www.greeningcommunities.ie

FEE (The Foundation for Environmental Education) – seeks to promote environmental education by carrying out campaigns and improving awareness of the importance of environmental education. It is composed of a network of organizations which undertake individual projects in their own countries and participate in international efforts. An Taisce as the Irish member of GEE co-ordinates these campaigns in Ireland.

Congratulations to you on becoming a part of Green-Schools. I am proud to be associated with this long-running and very successful programme. Over 80% of all primary and secondary schools are now involved. The programme promotes long term environmental planning for schools and encourages practical actions to protect the environment. An additional benefit is that schools can often make significant savings by addressing wastage. Over the years Green-Schools has involved many thousands of our young people, learning more about their environment and how to live in a more sustainable manner. What you learn on the programme will help you to become a more active and environmentally responsible citizen. You will learn about the importance of protecting and improving our environment and about the actions that you can take yourself. I am delighted that my Department continues to support this excellent programme. The success of the programme depends on expertise, goodwill, hard-work and cooperation from a wide range of organisations and individuals. I would like to acknowledge the contributions of An Taisce, local authorities, parents and particularly the schools.

Mr. Phil Hogan, T.D.,
Minister for the Environment, Community and Local Government

An Taisce operates Green-Schools in Ireland in partnership with **Local Authorities**. Local Authorities not only provide funding for the programme but also provide an excellent on the ground support network for schools through their Environmental Education and Awareness Officers. The partnership is seen as the key to the success of the Green-Schools programme in Ireland.

Repak – are proud lead sponsors of the Green-Schools programme in Ireland and recognise the important role our younger generation plays in maintaining and sustaining our earth's natural resources. Repak is a not for profit voluntary member's based packaging recycling scheme established under a voluntary agreement between industry and the Department of the Environment, Heritage and Local Government. It was established as industry's response to the obligations placed on Ireland by the EU directive on Packaging Waste (94/62/EC) and is the only government approved packaging compliance scheme under the Waste Management (Packaging) Regulations 2007. Repak, Ireland's Green Dot company was established to acquire membership from such obligated companies to drive Ireland's packaging recycling rates. Repak succeeded in reaching and exceeding Ireland's EU National Packaging Recovery and Recycling Target of 25% of packaging waste in 2001 and is well on the way to achieving our 2005 EU packaging recovery target of 50%.

The Wrigley Company Ltd. is delighted to support the Green-Schools Programme as part of their on-going commitment to promote anti-littering strategies. Other examples of their commitment to schools and young people include sponsorship of ECO UNESCO's CD Rom and web management system and Foróige's Citizenship Programme Awards. All these programmes are designed to promote proper disposal of chewing gum within the overall context of anti-littering strategies and environmental education initiatives.

Green-Schools and Water

This booklet is designed as a resource for teachers and students aiming to inform and guide the successful implementation of the Green-Schools programme in relation to water.

There are seven essential steps to the Green-Schools programme. These are (1) Committee, (2) Environmental Review, (3) Action Plan, (4) Monitoring and Evaluation, (5) Curriculum Work, (6) Informing and Involving and (7) Green Code.

This booklet aims to guide you through these 7 steps in relation to the theme of water. Green-Schools covers many different aspects of the environment. Water was chosen as a topic because:

- the subject slots easily into the curriculum in both primary and secondary schools;
- water is an important resource that is becoming increasingly scarce, a situation that is likely to continue into the near future;
- simple steps and tips can lead to large reductions in water consumption both in the school and in the home.

To implement the Green-Schools water theme you will be expected to establish the seven steps of the programme as described in the handbook, and to have made progress in reducing the school's water consumption and to raise awareness around water conservation and related topics such as pollution etc. Remember, the activity ideas described in this booklet are just a starting point – it is quite probable you will develop some interesting and innovative ideas of your own.

The Government's National Water Pricing Policy Framework requires that Local Authorities charge non domestic consumers of water and waste water services for the cost of providing these services. This is in keeping with the application of the 'Polluter Pays Principle' and the requirements of Article 9 of the EU Water Framework Directive. The Department of Education and Science advises that a per capita usage of 3.5 cubic metres per year is reasonable, while 2.1 cubic metres per capita per year is best practice. Based on 183 school days per year, 19.1 litres per student per day is considered reasonable, and 11.5 litres per student per day is considered best practice. (See the resources section on our Green-Schools website for further information on water metering and water charges.) However, saving water is not just about saving money. Water is an important resource and a sufficient supply of clean water is essential to the health of both people and the environment. The raw material may appear to be plentiful but worldwide, and even in parts of Ireland (particularly at certain times of year); it is an increasingly scarce resource.

Water in Ireland

Most of us are guilty to some extent of taking water for granted. Water comes out of our taps and it goes down the drain; in between we use it to brush our teeth or to do the dishes. However, water is a crucial aspect of our lives, not only for drinking and washing, but also for use in industry, agriculture and making almost any kind of product, from hamburgers and tin cans to newspapers and cars. Our demand for water has grown to the point that the natural water cycle can no longer keep up.

99%

of the world's water cannot be used because it is either saline or is locked up in glaciers and ice sheets

A person can survive a month without food, but only **5 or 6 days** without water

A tap dripping once a second wastes **45,000 litres** of water a year. That's the same as nearly 600 baths full of water!

Rapid expansion in urban populations has resulted in **increased pressure**

on local authority waste water treatment facilities and, in many instances, the inability to cope with the increasing volumes of waste generated

Most of the remaining water is present in rocks as groundwater and less than 0.01% is present in rivers and lakes

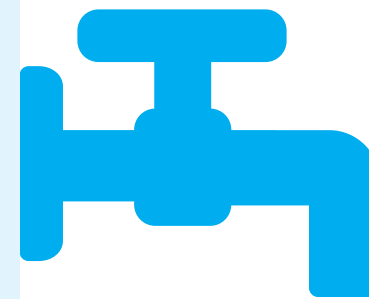
A person uses about **149 litres** of clean treated water per day in an average household



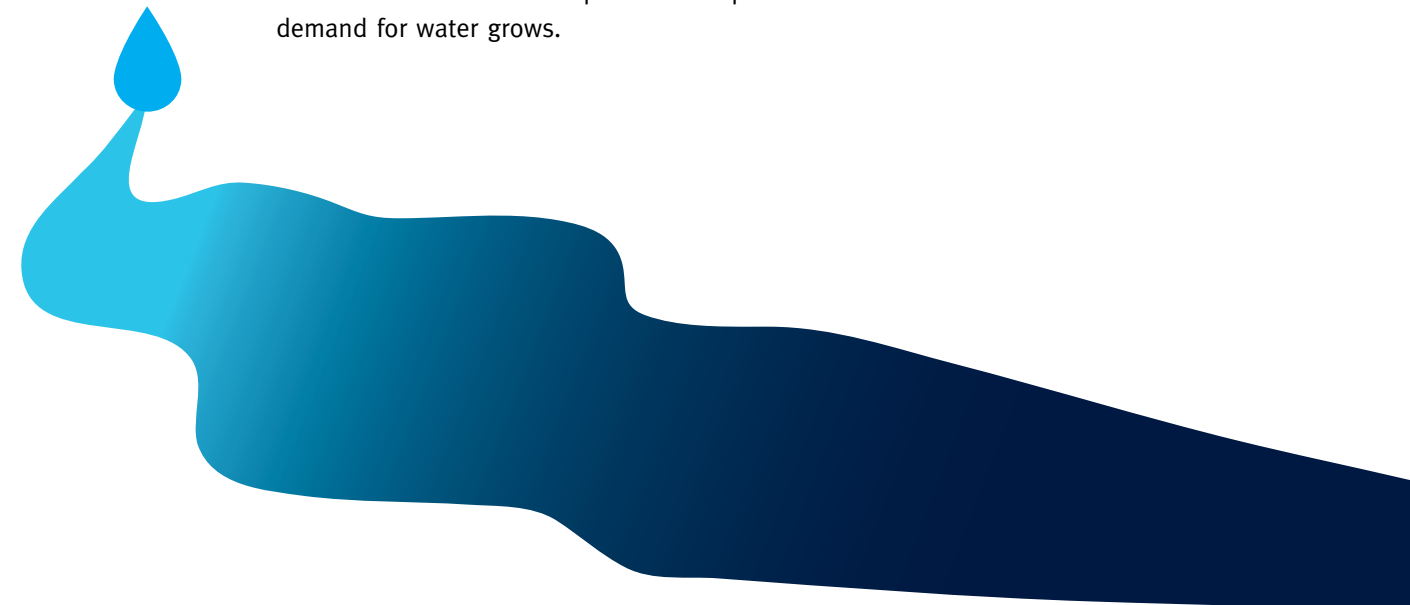
Our own bodies are two thirds water and our brains are at least **85% water!**

A hosepipe or sprinkler can use **1,000 litres** (or 1 tonne) of water per hour

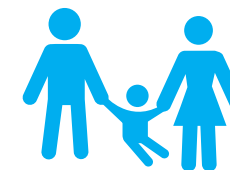
This is as much as **a family of 4** would normally use in **2 days!**



Pollution – mainly caused by sewage leaks and chemical discharges – has made clean water a rare and valuable commodity. Climate change may also contribute to making water scarcer. That means that the managing, treating and distribution of water supplies is of vital importance to make sure that our demand for clean, fresh water is satisfied. But this process is expensive – and will become more so as our demand for water grows.



Water globally



Over one billion men, women and children do not have enough safe clean water to drink.



The lack of safe drinking water is the primary cause of disease in the world today.



Contaminated water causes 80% of the health problems throughout the world.

1 4

One out of every four deaths in children under the age of five worldwide is due to a water related disease.



These problems exist in overcrowded urban slums, refugee camps, and in poverty stricken rural towns and villages in developing countries around the world.



Without water livestock and crops go dry and wither and people become weak. This has a knock on effect on the whole community as children are then too tired and weak to attend school and become educated and young men cannot carry out work. The weakness caused by dehydration also allows diseases to take hold of the body.

The Green-Schools Programme

The Green-Schools programme is based on 7 steps. These steps are outlined below:

7 step programme



1 Green-Schools Committee

2 Environmental Review



3 Action Plan

4 Monitoring and Evaluation



5 Curriculum Work

6 Involving and Informing



7 Green Code



1

Green-School Committee



Aim

The Green-Schools Committee aims to direct and address all phases of the Green-Schools Programme. It is the driving force of the programme and should ensure that all of the 7 steps are carried out.

Composition and Selection

Ideally, the committee should be as representative of the whole school as possible. It should primarily be made up of students (making up the majority of the committee members whenever possible) and could also incorporate a combination of teachers, the Principal or a member of the Board of Management, non-teaching staff (particularly the school caretaker), parents, and any other interested and applicable members of the local community.

Regarding size and operation, it should be remembered that there is no set formula or rules for a successful committee. Often the committee is made up of volunteers from the student body as well as teachers and other interested members of the community. In some cases schools will go through a full election process with manifestos, election speeches, canvassing, election posters, and ballots in order to fill the various positions on the committee! Many secondary schools select the committee members from the CSPE or Transition Year classes that are undertaking the Green-Schools programme or a similar module as part of their course work. It is important, however, to ensure that the student members of the committee are as representative as possible of the different classes and age groups in the school. This will also ensure greater continuity in your programme over the years.

The committee may take different forms depending on the age and ability of the students. A formal committee where the members are assigned different roles e.g. Chairperson, Minute Taker, Timekeeper etc. has worked well even with young students but less formal committees are fine if they achieve the same purpose. However informal it is, the committee should be representative of all and should keep records of meetings held and decisions made (you are asked to include a sample of your meeting minutes in the Application form).

The purpose of the committee is to:

- Ensure the six other steps are successfully adopted and implemented
- Give students responsibility and to make them recognise that their ideas are valued
- Ensure the views of all members of the school community are heard and acted upon where possible
- Ensure the continuity of the programme
- Link with school management and the local community.

Environmental Review



Aim

The aim of the review is to identify the initial situation within the school regarding water.

Review

Before you even start to think about the solution you need to find out more about the problem. The Environmental Review is an open-ended checklist of all aspects of the school's impact on the environment, in this case looking at water in order to identify targets for action and improvement.

You are required to complete specific required actions for your review, please find details on the following pages. However we also recommend that schools complete other suggested options for the review. Schools are encouraged to come up with their own ideas to build on their environmental review, in order to gain a full understanding of any energy issues present within the school.

The Environmental Review allows you to:

- Assess the initial situation of the school
- Identify areas for improvement
- Gauge progress of the Green-Schools Programme
- Help students and the rest of the school community understand the impacts
- Help to prioritise the actions to be taken.

In summary, your environmental review should:

- Give a clear indication of the school's water use before the Green-Schools programme is implemented
- Be undertaken by the students when and where possible.

Essential Actions

- Calculate your water usage.
This can be done most successfully by reading the water meter. But if this isn't possible the usage can be calculated by reading the water bills or estimating your water usage based on the amount of water used in flushing and hand washing.
- Conduct a manual water audit.
Start by looking at the ways in which the school currently uses water. What areas have the greatest potential for wastage of water? Count all toilets, urinals, taps, dishwashers, washing machines, showers etc. Don't forget to include outdoor taps and hoses. You could make a table of your results or you could mark these items on a map of the school grounds.
- Conduct leak tests.
Check for drips and leaks in taps, toilets and radiators.
- Carry out a major leak check to see if there are any leaks in the pipes underground.

www.greenschoolsireland.org
Log on for info and Activity Sheets

Recommended Actions

- Conduct a water use survey.
- Investigate the water pressure in taps and water fountains.
- Investigate the possibility of rainwater harvesting in the school.
Carry out a survey amongst students, staff and families to gauge awareness around water conservation.
Review the use of detergents and cleaning agents in the school that may be hazardous.
- Investigate the lifecycle of water in the school.
i.e. where is the water sourced, where is it treated, where is the waste water treated (this can be done as part of Geography Curriculum Work). A poster could then be created on the water cycle or on water treatment to display on the notice-board to inform the whole school community.
Locate nearby Blue Flag beaches/marinas.
- Carry out a beach cleanup.

www.greenschoolsireland.org
Log on for Sample Survey

FURTHER INFO:
www.beachawards.ie
www.cleancoastsireland.org



Environmental Review Checklist

The checklist indicates some ideas for action. These are not intended to be comprehensive: they are starting points for further planning. The questions themselves will also suggest further ideas.

Question	Yes	No	Action Plan
Does the school have a policy on water and water conservation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the school have a water meter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If so, is water consumption calculated regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you reviewed the number of taps/urinals/toilets in the school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the school have an estimate of the breakdown of water usage for the whole building?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you know where the schools water comes from?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you know where the wastewater goes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are dripping taps reported and repaired quickly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the water pressure adjusted to be enough without being excessive?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have students visited the local water treatment facility?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the school near a beach or marina?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does it have a blue flag?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the school ever visit the local beach/marina?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is there a pond/lake/river near the school suitable for school visits and/or study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do the students know where their water comes from (i.e. public, group, private etc.) at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Could a survey be carried out?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the school have a policy for the use of non-hazardous cleaning products?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is rainwater collected?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3

Action Plan



Aim

The action plan aims to identify goals and provide a structured timetable for the reduction of the environmental impacts identified in the review.

Action Plan

The action plan is the core of the Green-Schools Programme. It is a time tabled series of specific goals for improvement over a fixed time scale. Quantifiable targets should be set where possible e.g. a 40% reduction in water consumption in 9 months. The action plan should always be developed from the results of the environmental review.

The action plan, if possible, should be linked to curriculum work and have realistic and achievable targets. These goals should be specific and quantifiable where possible with proposed completion dates that will show real success. Success increases confidence and builds enthusiasm for setting subsequent targets.

It is crucial you work out how you will monitor and measure your progress and this should be integrated into your action plan. Try to involve all the committee members in the development of the action plan, and as much of the school as possible in its implementation.

Do not be tempted to be too ambitious at first as failure is very demotivating

Top Tip

The action plan is not a review of the work that has already been carried out, but a list of future targets and goals of your programme and a detailed description of the actions to be implemented (and by whom) within specific time frames in order to achieve those goals and targets.

In summary, your action plan should:

- Be developed from the results of your review;
- Contain realistic and quantifiable goals and targets with timeframes, where possible. These goals should be displayed at the top of the action plan;
- Be in table format (as sample on page 11), identifying action, person or group responsible, and the timeframe for completion;
- Be displayed on your Green-Schools notice board.

Action Plan

Now that you have identified the problems you need to come up with some ideas for solving them. Have a brainstorming session. Your Action Plan should say what your targets are and how you are going to achieve them.

Start with no cost options such as:

- Have a **‘Turn it off’ campaign** — place signs over each tap reminding people to turn them off after use. (These can be done on a computer or designed by students as part of Art/English/Irish Curriculum work). It is always a good idea to laminate the signs if they are going to be placed near water).
- **Calculate the schools water consumption** by taking regular readings of the water meter or by using the water bills or carrying out an estimate based on flushing, hand-washing etc.
- Figure out the **volume of water used in the toilet cisterns** (this could be done as part of Maths Curriculum work) and insert a water displacement device such as a Hippo Bag or plastic bottle of water or sand.
- **Turning off the urinals** at the end of the day and on weekends (consult your Caretaker/Plumber on this).
- Adjusting the flow in taps and water fonts if necessary.
- Are there any local water amenities such as a river or stream that you could do a clean up around or that you could base some Curriculum work around, such as identifying flora and fauna, doing a water sampling test and indentifying invertebrates etc.
- **Set up a Clean Coast Group** – adopt a local beach and do a clean-up.
- **Form a water watch group** such as a ‘water squad’, ‘leaky detectives’ or ‘water watchers’ to ensure the **‘Turn it off’ campaign** is being implemented and to report any leaking or dripping taps, toilets etc.
- **Follow up on the survey** you did as part of the Environmental Review with a leaflet of tips for saving water.
- Use the school intercom, assemblies, newsletter, website etc. to **inform and involve** the school and wider community.
- Organise a ‘Water Action Day’ for whole school participation and awareness raising.
- Set up a **Green-School’s Notice-board** to display survey results, graphs, charts, Action Plan etc.
- **Design posters** to promote water conservation to place around the school to inform the whole school body. (This can be done by the Committee or as part of Art/Science/Geography Curriculum work).
- Place a **Suggestion Box** in front of the notice-board where students outside of the Committee can post their ideas.

www.greenschoolsireland.org
Log on to calculate your water consumption with and without a water meter

www.greenschoolsireland.org
Log on to calculate the volume of water in the cistern and how to insert Hippo Bags

www.greenschoolsireland.org
Log on for tips on saving water at school and in the home and garden



www.greenschoolsireland.org
Log on for Information on Rainwater Harvesting

www.greenschoolsireland.org
Log on to see a presentation on how to make your own beauty/cleaning products!

Low cost options:

- **Use basin or plugs** in the sinks for washing out art/home economics materials etc. rather than leaving the tap running. Purchase a Water Butt for harvesting rain water.
- Switch to **environmentally friendly cleaning products** or make your own.

Higher cost options:

- Install water-saving taps such as push taps or spray devices.
- Install smaller cisterns or dual flush mechanisms.
- Get rid of urinals or install a timer or sensor on them.
- Incorporate a rainwater harvesting system into the building to use grey water for flushing etc.

Sample Action Plan for Water

Goal 2: To reduce rate of water consumption by 15% through “low cost” and “no cost” methods within 12 months of programme implementation.

Action	Person/Group Responsible	Timeframe
Read water meter daily and formulate weekly or monthly graphs on water consumption. Highlight and assess any sudden increases recorded during day, week, month, or year.	Rotate responsibility among student committee members with help from caretaker. 5th and 6th classes to create graphs.	Ongoing.
Form “water squad” (with volunteers from each class – not committee members) to ensure “turn it off” campaign for taps is being fully implemented and to report any leaking taps.	Each teacher to organise and rotate responsibility within classroom.	To be up and running by last week in October.
Compare monthly rate of water consumption after 6 months of the implementation of the programme with water consumption rates at the beginning of the programme.	Committee members (student and teachers) to carry out calculations.	Comparisons to be carried out continually, but target for 15% reduction within 12 months.
Publicise results of monitoring and evaluation and make adjustments as required.	Green-Schools committee.	Ongoing from February.

Monitoring and Evaluation



Aim

Monitoring your Green-Schools programme will ensure that progress towards targets is checked, amendments made where necessary and success celebrated.

Monitoring and Evaluation

All schools involved in the Green-Schools programme are required to monitor their progress towards achieving their targets, e.g. while working on water you must record how much you have reduced your water consumption on a weekly/fortnightly/monthly period. The monitoring and evaluation process is a vital part of the Green-Schools programme, and it is important to remember that this should be more than just general observations, specific details and figures should be recorded for you to properly assess the effectiveness of your programme and an improvement in the schools environment.

- Form a water watch group such as a 'water squad', 'leaky detectives' or 'water watchers' to ensure the **'turn it off'** campaign is being implemented and to report any leaking or dripping taps, toilets etc.
- Carry out a follow-up survey to see have attitudes and levels of awareness changed.
- Calculate the schools water consumption by taking regular readings of the water meter or by using the water bills or carrying out an estimate based on flushing, hand-washing etc. (See the Resources section of our website for information on how to calculate your water consumption with and without a water meter.)
- Review your Action Plan to monitor your progress and to see if you are achieving the goals and targets set out. The Action Plan should not be a static document, you should feel free to amend or add to it as you see fit.
- Keep all records together for use when filling in the Renewal Application Form.

Curriculum Work



Aim

The aim is to link the theme of water to the curriculum work going on in your school. The links are very varied, some examples are provided below.

www.greenschoolsireland.org
Log on for info & Activity Sheets

SPHE (Primary)

- Promote personal development and well being.
- Develop citizenship and a sense of personal and social responsibility.
- Promote communication, co-operation and working with others.
- Encourage media awareness.

CSPE

- Recognised as a suitable Action Project for Junior Certificate classes.
- Stewardship and care for the environment.
- Develop citizenship and a sense of personal and social responsibility.
- Promote communication, co-operation and working with others.
- Encourage media awareness.

Geography

- The water cycle.
- The water treatment process.
- Rivers, lakes, oceans of Ireland and the world.
- Climate change and global warming.
- Using maps, co-ordinates, symbols and keys.

History

- Change in water quality and consumption over time.
- Relate to changes in lifestyles and society.

Home Economics

- Uses of water in the home.
- Water conservation.
- Rainwater harvesting.

Sciences

- Pollution.
- Properties of water.
- Water quality sampling.
- Water experiments.

Water

Computers

- Creating graphs and charts.
- Using spreadsheets.
- Designing signs, posters etc.
- Carrying out research.
- Use of interactive websites.

Languages

- Poetry
- Debates
- Essays
- Letters
- Green Code
- Newsletter
- Signs

Maths

- Charts & graphs
- Measuring volume, capacity etc.

Informing and Involving



Aim

To spread the Green-Schools message throughout the whole school and the wider community through ongoing publicity and a 'Day of Action'.

Informing and Involving

It is important to ensure that actions and events organised for the Green-Schools programme are well publicised. This helps ensure maximise participation from the different groups involved. Methods of informing the school and wider community could include:

- Set up a Green-School's notice-board in a prominent position for students and visitors to see
- Use the Intercom to make announce updates or to announce a 'water fact of the week' or 'water conservation tip of the week'
- The use of assemblies to announce success in achieving targets or for children to present their research and results
- The use of a school or parish newsletter to publicise the programme, or if possible create a specific Green-Schools newsletter
- Exhibitions of project work, both in school and in the wider community
- Making use of local press and radio
- Questionnaires/Surveys
- Leaflets and information tips sent home to families (see the resources section of our website for tips on water conservation at school and in the home and garden)
- Inviting guest speakers
- Including parents, Grandparents, members of the community
- Open day
- Day of Action
- Text-a-Parent Scheme
- Coast Care Group
- National Spring Clean.

The Notice Board is an important element of Step 6 and it is essential the school has a Notice Board in place, on display and that it is consistently updated.

Day of Action

The 'Day of Action' is an essential component of the Green-Schools Programme and an opportunity for students, staff and the wider community to get together to work towards achieving some of the targets set out in your action plan. It is a day where the whole school works together on their current theme.

Benefits of the 'Day of Action' include:

- Raising awareness of Green-Schools within and beyond the school.
- Involving the wider community. Parents, neighbours, local business, and the Local Authority can all be drawn in. They can give advice, practical help, money, or gifts. This will also make excellent publicity for the school.

Ideas for Water Action Day:

- Invite a Guest speaker to the school.
- Have the students conduct water based experiments.
- Focus on water related Curriculum Work for the day.
- Project displays.
- Art & crafts displays.
- Water relay.
- Tour of a water treatment plant.
- Visit to a hydro plant, hydro power station, reservoir etc.
- Beach/river clean up.
- Themed fancy dress.
- Low water lunch day aimed at raising awareness around virtual water.
- Photography competition and exhibition.
- Water trail around the school looking at notice boards and art work related to water.
- Play/musical etc. with a water theme.

www.greenschoolsireland.org
Log on for information and a resource pack on the Low Water Lunch Day

In summary, informing and involving the school and wider community should:

- Ensure that both the school and wider community are fully informed of the progress of your Green-Schools programme;
- Cover as many media sources as possible, e.g. television, internet, radio, school newsletter, notice board, etc;
- Encourage greater numbers of the school and members of the community to get further involved in your Green-Schools programme.





Aim

To state the objectives that demonstrate the school's commitment to environmentally friendly actions.

The Green Code is a statement that demonstrates the schools commitment to environmentally friendly actions. It can be a song, poem, rap, one-liner or a statement of intent. It can be decided on by the committee or through a competition. It should be displayed on the notice-board and in each classroom.

Sample Green Codes for Water:

We use
water in many
ways, saving water
always pays

Water is life –
life needs water

Whenever I wash my hair
or brush my teeth,
And scrub my hands or face or feet,
To clean myself or just freshen up,
Either at home, school or bath tub,
Remember to conserve
water and
shut off that tap!

Don't let the
drip drop

Application
Process

Before a school can apply for the renewal of your schools' Green-School flag the following criteria must be completed:

- You are currently in at least your 2nd school year of working on your current theme;
- You have maintained the work for the previous themes;
- You have completed all 7 steps of the Green-Schools programme;
- You have completed an environmental review;
- You have a current action plan, with future targets;
- You have had at least one Renewal visit.

All the above criteria must be completed before you apply for the renewal of your Green Flag. The Green-Schools renewal application form is available on the Green-Schools website, www.greenschoolsireland.org.

On the Home Page please select the 'Application Process' tab, from here you will be able to locate the application form for your current theme. Please note that we strongly recommend you download and run the latest version of Adobe Reader (a link is provided on the renewal application form page) before downloading and saving your application form. Downloading the latest version of Adobe Reader will ensure you will be able to type on and save updates to your application form. After you have downloaded the latest version of Adobe Reader, please download the renewal application form for your current theme and save it to your computer. When the form is completed, all the 7 steps are in place and criteria above is complete you can submit this form to gsapplications@eeu.antisce.org or it can be printed off and sent to Green-Schools Office, Environmental Education Unit, Unit 5A Swifts Alley, Francis Street, Dublin 8.

Application forms must be submitted by the end of March every year, application forms received after this date will be processed the following school year. There is a document to guide you through the Green Flag application, which can also be found at www.greenschoolsireland.org. When you submit your schools application form to our office, a member of the Green-Schools team will look over your application and you will be contacted if any information is missing or unclear.

Emailing the form to us is the most efficient and eco-friendly way!

Renewal Visit

To renew your flag, you will need to arrange a renewal visit at some point during the 2 year period that you are working on your renewal theme. The visit can take place at any time (it must be completed before you submit your renewal application form by the end of March in the 2nd year of your renewal) and the purpose of the visit is so that An Taisce can see you have an active Green-Schools programme in operation. You do not need to have completed every step before the renewal visit, and remember that Green-Schools is a long-term, ongoing programme.

To arrange your renewal visit contact An Taisce or your Local Authority Environment Section.

If you are successful with your application your school will receive:

- An invitation to attend the Green Flag Award Ceremony where your school will be presented with a Green Flag and a Certificate.

If you are not successful:

- Your school will be sent a letter which will provide full details of the reasons for not giving the Award on this occasion.

Mind Map

activity for co-ordinating teachers

Mind mapping was developed as an easy way for generating ideas by association. In order to create a mind map, you usually start in the middle of the page with the central theme and from that point you work outwards in all directions to create a growing diagram composed of keywords, phrases, concepts, and facts and figures.

The way in which we propose you use the mind map idea to help you in your work on the Green-Schools programme is by tapping into what your colleagues are doing already in their classroom that might be related to the theme you are currently working on.

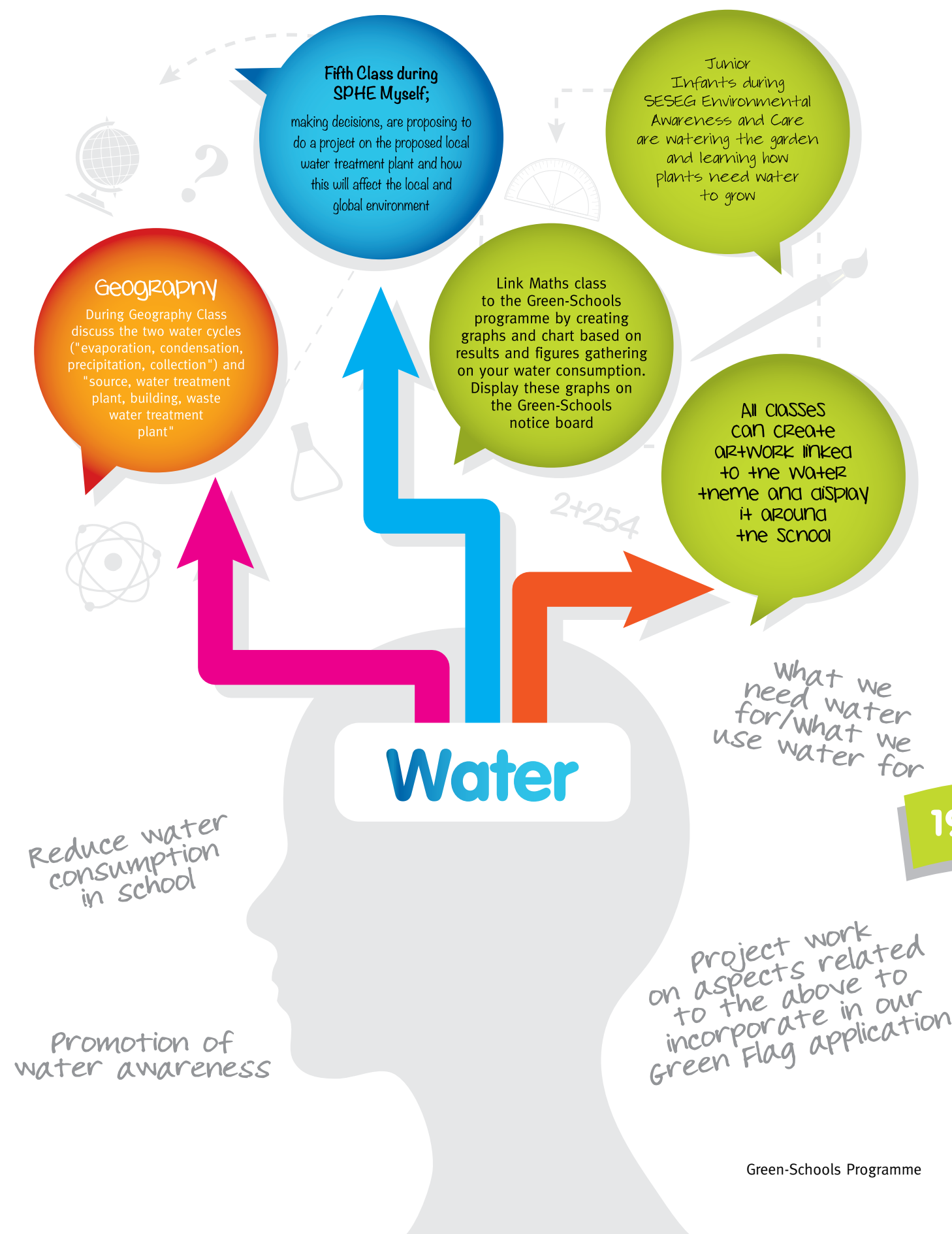
During a staff meeting you should give a brief outline of the Green-Schools theme, hand out post it notes so that your colleagues can write what they plan to work on throughout the year in their class that could tie in with the theme. These can be stuck up around the theme explanation. This creates a very simple and quick mind map that will ensure whole school participation and make everyone in the school aware of the theme you are currently addressing. It will also tie in with what is happening already and may provide a platform for other classes to show off the work they are doing in the classroom. The mind map can also be expanded during your Green-Schools Committee meetings.

continue to add new ideas

Creating an expanded version of your initial mind map with your Green-Schools Committee:

1. Place the theme in the centre of a page, overhead projector or whiteboard. You may find it easier to place your page on the side, in landscape orientation, which is easier for drawing purposes.
2. Use lines, arrows, speech bubbles, branches and different colours as ways of showing the connection between the theme and what your colleagues are doing with their classes already.
3. This should be a quick activity; you should write and/or draw quickly without too many pauses. You want the children's minds to flow easily. The chances are the first ideas you come up with will probably be the best. It is important in the initial stages of mind mapping to consider every possibility, even those you may consider too ambitious.
4. Choose different colours to symbolise different things e.g. you may choose green for something you must incorporate in your Green-Schools work, blue for other good ideas, and red for the things you need to research, check with your colleagues or principal or simply think they might be too ambitious. Often, mind maps can be great to look at as well as being very informative so you might even consider putting the 'finished' product on your notice board. It is bound to attract loads of attention which is exactly what you are after!
5. Leave some space on your page. The reason for this is that you, or better still, other pupils and teachers in the school, can continue to add to your diagram over a period of time. If A4 sized paper is too small, you may like to use A3.

Example



Green-Schools Planner: Year 1

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1 Green School Committee	Hold your first Green-Schools Committee meeting.			Continue to hold Committee meetings throughout the school year. Meetings could be chaired by pupils and they can also keep the minutes (rotate or select a chairperson and secretary).						
2 Environmental Review		Complete your Review.								
3 Action Plan	Update the Action Plan that you used for the last themes during your first committee meeting. Remember conducting a review is your first action for this theme.		Update your Action Plan in line with the results from your review. Set yourself realistic, quantifiable targets.			Keep updating your Action Plan during every meeting! Put in everything you do or want to do for the Green-Schools Programme!				
4 Monitoring and Evaluation					Start monitoring the items identified in the Review for the next six months. Repeat the reviews/surveys you did at the start of the year and make sure to show the results/progress you made on your notice board/intercom.					
5 Curriculum Work			There are infinite possibilities to link the Green-Schools Programme with the curriculum, since every subject deals with or uses the natural environment.							
6 Informing and Involving	Update your Green-Schools notice board.		Publicise your programme in a parish or school newsletter.		New Year's Resolution: Prepare for a Water action day!	Keep showing your monitoring results/progress on your notice board.	Hold a 'day of action'.			
7 Green Code			Some schools run competitions amongst pupils to find the best green code; others develop slogans or songs to get their message across. Try a different approach this time or alter/add to the previous green code.							
Dates to Remember	European Mobility Week incl; 22nd Sept. World Car Free Day Global Climate Week	International Walk to School Month	Discover science and engineering Science Week				28th March – Earth Hour World Water Day	Earth Day & National Dawn Chorus Day National Spring Clean	National Biodiversity Week National Walk to School Week	World Environment Day – 5th June National Bike Week

Green-Schools Planner: Year 2

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1 Green School Committee	Relect the committee and restart meetings.			Continue to hold committee meetings throughout the school year. Meetings could be chaired by pupils and they can also keep the minutes (rotate members and their roles throughout the year).						
2 Environmental Review		Revisit your review. Has anything changed substantially since it was completed last year?								
3 Action Plan			Revisit your action plan. Do you need to add any new actions? Do targets need to be revised? Have any of your actions been completed? Keep updating your action plan during every meeting!							
4 Monitoring and Evaluation			Make sure to keep showing the items identified in the review that you started in Year 1.							
5 Curriculum Work			There are infinite possibilities to link the Green-Schools Programme with the curriculum, since every subject deals with or uses the natural environment.							
6 Informing and Involving	Update your Green-Schools notice board; tell the whole school the Green-Schools committee have started again.		Advertise your achievements	New Year's Resolution: Prepare for a Water action day!	Keep recording results and progress on your notice board.	Organise a new 'day of action' (Water Watch day again? or participate in the Clean Coast programme this year).				
7 Green Code			Has a Green Code been developed yet? If not make sure to have one before applying for your Green Flag. Slogans, songs and statments can all be used to generate the school's Green-Code.							
Dates to Remember	European Mobility Week incl; 22nd Sept. World Car Free Day Global Climate Week	International Walk to School Month	Discover science and engineering Science Week	Arrange your renewal visit and submit your renewal application form before the end of March.	28th March – Earth Hour World Water Day	Earth Day & National Dawn Chorus Day National Spring Clean	National Biodiversity Week National Walk to School Week	World Environment Day – 5th June National Bike Week		