

## THIRD AND FOURTH CARING FOR THE ENVIRONMENT

**Teacher Guidelines:**

- Pages 130 - 132

**Linkage:**

- Living things: Plants and animals
- Materials

**Integration:**

- Language development – English and Gaeilge
- Visual Arts
- Mathematics
- History
- Geography

**Content Objective:**

**EXAMINE A NUMBER OF WAYS IN WHICH THE LOCAL ENVIRONMENT  
COULD BE IMPROVED OR ENHANCED**

*Recycling campaigns, Helping anti-litter campaign*

**Some suggested activities:**

- Participate in environmental projects e.g. clean up month run by An Taisce, local projects, Tidy Towns, Green School scheme etc.
- Establish and implement some school based projects and campaigns including composting, developing a school garden, etc.
- Carry out a litter survey in the locality or on the schools grounds. (NB Children should not touch the litter). Consider where the litter is found, where it might have come from, the availability of bins etc. Suggest ways in which litter in these areas could be prevented.
- Conduct an energy survey at home and/or at school. Identify ways in which energy is being waste and suggest ways in which it could be conserved.
- Research how much energy is used by various household appliances; are there some appliances which are more energy efficient?

**Some suggested investigations:**

- Which street/road in the locality is most littered? Investigate the possible reasons.
- Which material (e.g. leaves, paper, orange peel, apple core etc) decomposes the fastest? What could be done to the material to speed up the decomposition rate?
- Which television/washing machine/fridge is most energy efficient?

**Some suggested design and make:**

- A composter (outdoor, indoor or wormery)
- Energy awareness and/or anti-litter posters
- Flower boxes and containers from reclaimable waste

**Content Objective:****IDENTIFY AND DISCUSS A LOCAL, NATIONAL OR GLOBAL ENVIRONMENTAL ISSUE**

*Such as: litter in area; an incident of pollution; changes in flora and fauna; new roads; buildings; need to protect a habitat and its flora and fauna; proposals for enhancing the environment (e.g. need for cycleways near schools). Investigate the causes of the issue.*

*Appreciate the roles and different views of people involved*

*Suggest and discuss possible actions and consider the effects of these on people and the environment*

**Some suggested activities:**

- Identify and explore any local environmental issues that may occur. If possible visit the area affected by the issue. Find out information about the issue from secondary sources and/or those involved
- Have a debate about a local, national or global environmental issue
- Research and discuss what happens the rubbish that we produce; where does it go, what affect does that have, what alternatives are there etc.

**Content Objective:****REALISE THAT THERE IS A PERSONAL AND COMMUNITY RESPONSIBILITY FOR TAKING CARE OF THE ENVIRONMENT****Some suggested activities:**

- Collect rainwater for watering school garden.
- Adopt a local pond or stream
- Time how long it takes the kettle to boil when half filled, full etc.
- Conduct a packaging scavenger hunt in the local supermarket. See how many foods you can find with no wrapping, one wrapping, two wrappings or more than two wrappings.

- Involve the children in some simple projects to enhance the school environment e.g. planting bulbs, sunflowers, trees, start a log pile etc
- Identify and implement simple strategies to conserve energy at school and at home.

**Some suggested investigations:**

- Investigate watering plants/seeds with tap water and one with rain water. What differences if any do you notice in their development?
- How much water does your shower use? Turn the shower on for 10 seconds and collect the water in a container. How much water would you use if you spent 5 minutes in the shower? How does that compare to taking a bath?