

Sky Rainforest Rescue SCHOOLS CHALLENGE

For Republic of Ireland

Sky Rainforest Rescue Schools Challenge for the Republic of Ireland

Curriculum Links and Scheme of Work

The Sky Rainforest Rescue Schools Challenge is an online programme that educates students and teachers about how everyday actions can have an impact on the world's rainforests; it guides participants through the process of planning and taking actions to reduce these impacts. The Sky Rainforest Rescue Schools Challenge supports learning outcomes for a range of subjects but is particularly connected to Citizenship and Geography.

Objectives:

Students and staff taking part in the Sky Rainforest Rescue Schools Challenge will:

- Understand how their daily actions can have an impact on the world's rainforests
- Educate the rest of the school about how daily actions can have an impact on the world's rainforests
- Identify actions to improve their school's overall environmental performance and reduce the negative impacts on the world's rainforests
- Develop and implement initiatives that reduce their school's impact on the rainforests, improve overall environmental performance and save money.

Content:

Participating schools can choose from one of three Challenge topics and undertake a series of activities relating to each topic. Schools can take one Challenge at a time or do all three at the same time. The Challenge topics are:

- The Stuff We Buy
- The Food We Eat
- The Energy We Use



Curriculum Links: The Stuff We Buy

<p>Curriculum Links</p> <p>The National Curriculum for Ireland</p> <p>3rd & 4th class</p> <p>Primary School</p>	<p>Social, environmental and scientific education (SESE):</p> <ul style="list-style-type: none"> - Environmental awareness and care (environmental awareness and caring for the environment) - Human environments (an environment in a non-European country) - Skills and concept development - maps, globes and graphical skills (observing, investigating, experimenting, etc) <p>Language:</p> <ul style="list-style-type: none"> - Developing cognitive abilities through language (developing oral language, interests, attitudes, etc) <p>Arts Education:</p> <ul style="list-style-type: none"> - Skills development - drawing (developing awareness of form through drawing, sketches and diagrams, etc) <p>Social, Personal and Health Education (SPHE):</p> <ul style="list-style-type: none"> - Myself and the wider world (developing citizenship, local and wider communities and environmental care) <p>Mathematics:</p> <ul style="list-style-type: none"> - Data (representing and interpreting data) - Skills development (problem-solving, communicating and expressing, connecting, reasoning, understanding, etc)
<p>Curriculum Links</p> <p>The National Curriculum for Ireland</p> <p>5th & 6th class</p> <p>Primary School</p>	<p>Social, environmental and scientific education (SESE):</p> <ul style="list-style-type: none"> - Environmental awareness and care (environmental awareness and caring for the environment) - Human environments (an environment in a non-European country) - Skills and concept development - maps, globes and graphical skills (observing, investigating, experimenting, etc) <p>Language:</p> <ul style="list-style-type: none"> - Developing cognitive abilities through language (developing oral language, interests, attitudes, etc) <p>Arts Education:</p> <ul style="list-style-type: none"> - Skills development - drawing (developing awareness of form through drawing, sketches and diagrams, etc) <p>Social, Personal and Health Education (SPHE):</p> <ul style="list-style-type: none"> - Myself and the wider world (developing citizenship, living in the local community, environmental care, etc) <p>Mathematics:</p> <ul style="list-style-type: none"> - Data (representing and interpreting data) - Skills development (problem-solving, communicating and expressing, connecting, reasoning, understanding, etc)
<p>Curriculum Links</p> <p>The National Curriculum for Ireland</p> <p>1st – 3rd year</p> <p>Junior Cycle Certificate</p>	<p>Environmental and Social Studies:</p> <ul style="list-style-type: none"> - To develop an understanding of oneself as an individual, as a member of a local, national and European community and of the interdependence of all people - To develop a respect for the local, national and global environment <p>Civic, Social and Political Education (CSPE):</p> <ul style="list-style-type: none"> - The individual and citizenship and Ireland and the World (rights and responsibilities, human dignity, development, etc) - Action Project (developing the skills of active citizenship e.g. carry out a survey, organise a campaign, etc) <p>Geography:</p> <ul style="list-style-type: none"> - Patterns in Economic Activity, Secondary & Tertiary Economic Activities - Economic Inequality: The Earth's Resources – Who Benefits?

Challenge Topic: The Stuff We Buy

Challenge Stage	Outcomes	Description	Resources
<p><u>Introduction</u></p> <p>Duration: 60mins</p>	<ul style="list-style-type: none"> Understand that rainforests are being deforested for their valuable resources Understand that consumers create more demand for products, which in turn contributes to deforestation 	<p>An introductory lesson on how consumer choices can have an impact on the rainforest.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Resources that come from the rainforest Resources that we use Impacts of paper use Recognise and understand FSC (Forestry Stewardship Council) and recycled logos 	<ul style="list-style-type: none"> Introduction lesson plan Impact cards Rainforests map FSC logo Recycled logo <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Investigation</u></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> Understand the school community's knowledge and awareness of rainforest-friendly symbols on paper products Understand the incidence of rainforest-friendly and recycled paper products at home and school Understand the effectiveness of the school's paper recycling system 	<p>Students undertake surveys and spot check investigations to understand awareness levels and use of rainforest-friendly paper products at home and school.</p> <p>Students upload their findings to the website to find out the results of their investigation.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Rainforest-friendly and recycled paper products at home and school 	<ul style="list-style-type: none"> Schools investigation guide Schools investigation sheet Paper symbols sheet Home investigation guide Home investigation sheet <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Challenge</u></p> <p>Duration: 30mins</p>	<ul style="list-style-type: none"> Identify key actions that will help the school improve its environmental performance and reduce its negative impacts on the rainforest Understand the best ways to educate the school community about the rainforest 	<p>Based on the investigation results students are presented with a tailored list of actions to help them share all they've learned about the rainforests with their fellow students, friends and family.</p> <p>Example required actions include: presenting an assembly, designing posters, creating a display board, buying or making recycling bins, labeling recycling bins, writing an article and appointing recycling monitors.</p> <p>Example optional actions include: running a class debate, getting staff involved, making your own paper and using scrap paper trays.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Practical and effective ways to educate others about rainforest-friendly paper products 	<ul style="list-style-type: none"> Teachers' guide to the challenge stage <p>(this resource can be found in the Teachers HQ)</p>

<p><u>Taking Action</u></p> <p>Duration: 4-6 hours depending on the actions undertaken</p>	<ul style="list-style-type: none"> • Educate the school community about rainforest-friendly paper products • Educate the school community about how they can make decisions and take actions that help the rainforest and environment 	<p>Students run a communication campaign and implement actions to educate fellow students, friends and family about rainforest-friendly and recycled paper products.</p> <p>Students can also implement additional actions of their own choice.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> • Educating others about rainforest-friendly products • Educating others about the link between resource use, consumerism and deforestation • Taking action to help the rainforest 	<p>The required resources will vary depending on the actions taken.</p> <p>The Hints and Tips section on the Team HQ page provides guidance on how to undertake the actions.</p>
<p><u>2nd Investigation</u></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> • Understand if the school community's knowledge and awareness of rainforest-friendly symbols on paper products has improved • Understand if the incidence of rainforest-friendly and recycled paper products at home and school has improved • Understand if the school's paper recycling system has improved 	<p>Students repeat a second round of survey investigations to understand if the school community's awareness and use of rainforest-friendly and recycled paper products has improved.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> • Rainforest-friendly and recycled paper products at home and school • Measuring behaviour change 	<ul style="list-style-type: none"> ▪ Schools investigation guide ▪ Schools investigation sheet ▪ Paper symbols sheet ▪ Home investigation guide ▪ Home investigation sheet <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Celebrate success</u></p> <p>Duration: how ever long you like</p>		<p>You've worked hard to educate the rest of the school about rainforest-friendly and recycled paper products and how they can reduce their negative impacts on the rainforest; it's time to celebrate your success!</p>	

Curriculum Links: The Food We Eat

<p>Curriculum Links</p> <p>The National Curriculum for Ireland</p> <p>3rd & 4th class Primary School</p>	<p>Social, environmental and scientific education (SESE):</p> <ul style="list-style-type: none"> - Environmental awareness and care (environmental awareness and caring for the environment) - Human environments (an environment in a non-European country) - Skills and concept development - maps, globes and graphical skills (observing, investigating, experimenting, etc) <p>Language:</p> <ul style="list-style-type: none"> - Developing cognitive abilities through language (developing oral language, interests, attitudes, etc) <p>Arts Education:</p> <ul style="list-style-type: none"> - Skills development – drawing (developing awareness of form through drawing, sketches and diagrams, etc) <p>Social, Personal and Health Education (SPHE):</p> <ul style="list-style-type: none"> - Myself and the wider world (developing citizenship, local and wider communities and environmental care) <p>Mathematics:</p> <ul style="list-style-type: none"> - Data (representing and interpreting data) - Skills development (problem-solving, communicating and expressing, connecting, reasoning, understanding, etc)
<p>Curriculum Links</p> <p>The National Curriculum for Ireland</p> <p>5th & 6th class Primary School</p>	<p>Social, environmental and scientific education (SESE):</p> <ul style="list-style-type: none"> - Environmental awareness and care (environmental awareness, science and the environment and caring for the environment) - Human environments (an environment in a non-European country) - Skills and concept development - maps, globes and graphical skills (observing, investigating, experimenting, etc) <p>Language:</p> <ul style="list-style-type: none"> - Developing cognitive abilities through language (developing oral language, interests, attitudes, etc) <p>Arts Education:</p> <ul style="list-style-type: none"> - Skills development - drawing (developing awareness of form through drawing, sketches and diagrams, etc) <p>Social, Personal and Health Education (SPHE):</p> <ul style="list-style-type: none"> - Myself and the wider world (developing citizenship, living in the local community, national and wider and environmental care) <p>Mathematics:</p> <ul style="list-style-type: none"> - Data (Representing and interpreting data) - Skills development (problem-solving, communicating and expressing, connecting, reasoning, understanding, etc)
<p>The National Curriculum for Ireland</p> <p>1st – 3rd year Junior Cycle Certificate</p>	<p>Environmental and Social Studies:</p> <ul style="list-style-type: none"> - To develop an understanding of oneself as an individual, as a member of a local, national and European community and of the interdependence of all people; to develop a respect for the local, national and global environment <p>Civic, Social and Political Education (CSPE):</p> <ul style="list-style-type: none"> - The individual and citizenship and Ireland and the World (rights and responsibilities, human dignity, development, etc) - Action Project (developing the skills of active citizenship e.g. carry out a survey, organise a campaign, etc) <p>Geography:</p> <ul style="list-style-type: none"> - Patterns in Economic Activity, Secondary & Economic Activities: Facilitating Our Use of Resources - Economic Inequality: The Earth's Resources – Who Benefits?

Challenge Topic: **The Food We Eat**

Challenge Stage	Outcomes	Description	Resources
<p><u>Introduction</u></p> <p>Duration: 60mins</p>	<ul style="list-style-type: none"> Understand that our choices and actions can have environmental impacts (or be 'green' /environmentally-friendly) in different ways Understand that food choices can have environmental impacts, including where in the world food has come from Understand that some food comes from or is linked to rainforest regions, and may have environmental impacts 	<p>An introductory lesson on how our food choices can have an impact on the environment and rainforest.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> The power of our actions Food choices Food and the rainforest Fairtrade and Rainforest Alliance symbols 	<ul style="list-style-type: none"> Introduction lesson plan Rainforest food images Sustainability images Rainforest world map <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Investigation</u></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> Understand the food consumption habits of the school community Understand the availability and use of Fairtrade and Rainforest Alliance food products in the school Understand the school community's awareness of environmentally-friendly food products 	<p>Students undertake survey and spot check investigations to understand awareness levels and consumption of sustainable food products at home and school.</p> <p>Students upload their findings to the website to find out the results of their investigation.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Fairtrade and Rainforest Alliance food products at home and school 	<ul style="list-style-type: none"> Schools investigation guide Schools investigation sheet Food symbols sheet Home investigation guide Home investigation sheet <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Challenge</u></p> <p>Duration: 30mins</p>	<ul style="list-style-type: none"> Identify key actions that will help the school improve its environmental performance and reduce its negative impacts on the rainforest Understand the best ways to educate fellow students, friends and family about the rainforest 	<p>Based on the investigation results students are presented with a tailored list of actions to help them share all they've learned about the rainforests with their fellow students, friends and family.</p> <p>Example required actions include: presenting an assembly, designing posters and creating a display board. Example optional actions include: running a promotional stall and holding a Fairtrade coffee morning.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Practical and effective ways to educate others about the rainforest 	<ul style="list-style-type: none"> Teachers' Guide to the Challenge Stage <p>(this resource can be found in the Teachers HQ)</p>

<p><u>Taking Action</u></p> <p>Duration: 4-6 hours depending on the actions undertaken</p>	<ul style="list-style-type: none"> Educate the school community about the rainforest and how they can reduce their negative impact on the world's rainforests 	<p>Students implement actions to educate the school community about the rainforest.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Educating others about the link between the food we eat and rainforest Taking action to help the rainforest 	<p>The required resources will vary depending on the actions taken.</p> <p>The Hints and Tips section on the Team HQ page provides guidance on how to undertake the actions.</p>
<p><u>2nd Investigation</u></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> Understand how the food consumption habits of the school community may have changed Understand if the availability and use of Fairtrade and Rainforest Alliance food products in the school has changed Understand if the school community's awareness of environmentally friendly food products has changed 	<p>Students conduct the surveys and spot check investigations for a second time to understand if the school community's awareness and consumption of sustainable food products has improved as a result of the actions taken in the previous stage.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Fairtrade and Rainforest Alliance food products at home and school Measuring behaviour change 	<ul style="list-style-type: none"> Schools investigation guide Schools investigation sheet Food symbols sheet Home investigation guide Home investigation sheet <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Celebrate success</u></p> <p>Duration: how ever long you like!</p>		<p>You've worked hard to educate the rest of the school about the rainforest and how they can reduce their negative impacts on the rainforest; it's time to celebrate your success!</p>	

Curriculum Links: The Energy We Use

<p>Curriculum Links</p> <p>The National Curriculum for Ireland</p> <p>3rd & 4th class</p> <p>Primary School</p>	<p>Social, environmental and scientific education (SESE):</p> <ul style="list-style-type: none"> - Environmental awareness and care, human environments, natural environments, energy and forces - Skills and concept development - maps, globes and graphical skills (observing, investigating, experimenting, etc) <p>Language:</p> <ul style="list-style-type: none"> - Developing cognitive abilities through language (developing oral language, interests, attitudes, etc). <p>Arts Education:</p> <ul style="list-style-type: none"> - Skills development – drawing (developing awareness of form through drawing, sketches and diagrams, etc) <p>Social, Personal and Health Education (SPHE):</p> <ul style="list-style-type: none"> - Myself and the wider world (developing citizenship, local and wider communities and environmental care) <p>Mathematics:</p> <ul style="list-style-type: none"> - Data (Representing and interpreting data) - Skills development (problem-solving, communicating and expressing, connecting, reasoning, understanding, etc)
<p>Curriculum Links</p> <p>The National Curriculum for Ireland</p> <p>5th & 6th class</p> <p>Primary School</p>	<p>Social, environmental and scientific education (SESE):</p> <ul style="list-style-type: none"> - Environmental awareness and care, human environments, natural environments, energy and forces - Skills and concept development - maps, globes and graphical skills (observing, investigating, experimenting, etc) <p>Language:</p> <ul style="list-style-type: none"> - Developing cognitive abilities through language (developing oral language, interests, attitudes, etc) <p>Arts Education:</p> <ul style="list-style-type: none"> - Skills development - drawing (developing awareness of form through drawing, sketches and diagrams, etc) <p>Social, Personal and Health Education (SPHE):</p> <ul style="list-style-type: none"> - Myself and the wider world (developing citizenship, living in the local community, national and wider and environmental care) <p>Mathematics:</p> <ul style="list-style-type: none"> - Data (representing and interpreting data) - Skills development (problem-solving, communicating and expressing, connecting, reasoning, understanding, etc)
<p>Curriculum Links</p> <p>The National Curriculum for Ireland</p> <p>1st – 3rd year</p> <p>Junior Cycle Certificate</p>	<p>Environmental and Social Studies:</p> <ul style="list-style-type: none"> - To develop an understanding of oneself as an individual, as a member of a local, national and European community and of the interdependence of all people; to develop a respect for the local, national and global environment <p>Science:</p> <ul style="list-style-type: none"> - Physics, Skills development (observation, measurement, accurate recording of data, etc) <p>Civic, Social and Political Education (CSPE):</p> <ul style="list-style-type: none"> - The individual and citizenship and Ireland and the World (rights and responsibilities, human dignity, development, etc) - Action Project (carry out a survey, organise a campaign, invite a guest speaker, organise a visit, publish a booklet, etc) <p>Geography:</p> <ul style="list-style-type: none"> - The Human Habitat – processes and change; Patterns in Economic Activity - Secondary & Tertiary Economic Activities - Economic Inequality: The Earth’s Resources – Who Benefits?)

Challenge Topic: The Energy We Use

Challenge Stage	Outcomes	Description	Resources
<p><u>Introduction</u></p> <p>Duration: 60mins</p>	<ul style="list-style-type: none"> Understand that rainforests are valuable, unique and fragile ecosystems Understand that rainforests are being deforested for their valuable resources Understand that consumers create more demand for products which in turn contribute to deforestation 	<p>An introductory lesson on how energy consumption and climate change are impacting the world's rainforests.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Why the rainforests are important Threats to the rainforest (deforestation) The rainforest and climate change 	<ul style="list-style-type: none"> Introduction lesson plan Rainforests map Climate change PowerPoint presentation <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Investigation</u></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> Understand the school community's knowledge and awareness of the impacts of climate change on the rainforests Understand the school's energy usage Identify if and how energy is being wasted in the school 	<p>Students and teachers undertake survey investigations and meter readings to understand:</p> <ul style="list-style-type: none"> school energy usage awareness of climate change and its impact on the rainforests <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Student, friends and family awareness of man-made climate change and its impacts on the rainforest Energy usage/wastage at school 	<ul style="list-style-type: none"> School investigation guide School investigation sheet Home investigation guide Home Investigation sheet <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Challenge</u></p> <p>Duration: 30mins</p>	<ul style="list-style-type: none"> Identify key actions that will help the school improve its environmental performance and reduce its negative impacts on the rainforest Understand the best ways to educate the school community about the rainforest 	<p>Based on the investigation results students are presented with a tailored list of actions to help them share all they've learned about the rainforests with their fellow students, friends and family.</p> <p>Example required actions include: present an assembly, design posters, create a display board, make "switch off" labels for lights and gadgets, and appoint energy monitors. Example optional actions include: run a promotional stall, get staff involved, hold a low energy day and reward classes for turning things off.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Educating others about saving energy, reducing the impacts of climate change and helping the rainforest 	<ul style="list-style-type: none"> Teachers' Guide to the Challenge Stage <p>(this resource can be found in the Teachers HQ)</p>

<p><u>Taking Action</u></p> <p>Duration: 4-6 hours depending on the actions undertaken</p>	<ul style="list-style-type: none"> • Educate the school community about the links between energy consumption, climate change and the rainforest • Educate the school community about how they can make decisions and take actions that help the rainforest and the environment 	<p>Students run a communication campaign and implement actions to educate the school community about saving energy, reducing the impacts of climate change and helping the rainforest.</p> <p>Students implement additional actions of their choice to educate fellow students, staff and family members about the links between energy conservation, climate change and the rainforest.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> • Educating others about energy use, climate change and the rainforest • Taking action to help the rainforest 	<p>The required resources will vary depending on the actions taken.</p> <p>The Hints and Tips section on the Team HQ page provides guidance on how to undertake the actions.</p>
<p><u>2nd Investigation</u></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> • Understand if the school community's knowledge and awareness of climate change and its impacts on the rainforest has increased • Understand if the school has reduced its energy usage • Understand if the school is now using energy more efficiently 	<p>Students repeat a second round of survey investigations to understand if:</p> <ul style="list-style-type: none"> • the school has reduced its energy consumption • if fellow students, friends and family member awareness of climate change and its impacts on the rainforest has increased <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> • Student, staff and family member awareness of man-made climate change and its effect on the rainforest • Energy usage/wastage at school 	<ul style="list-style-type: none"> ▪ Schools investigation guide ▪ Schools investigation sheet ▪ Schools investigation sheet for teachers ▪ Home investigation guide ▪ Home investigation sheet <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Celebrate success</u></p> <p>Duration: how ever long you like</p>		<p>You've worked hard to educate the rest of the school about the links between energy usage, climate change and the rainforest; it's time to celebrate your success!</p>	