

# Global Citizenship Sustainability News

## Crocus Project

The Crocus Project was initiated by the Holocaust Educational Trust of Ireland (HETI) to introduce young people to the subject of the Holocaust and to raise awareness about the dangers of racism, discrimination, prejudice and hatred. HETI provides yellow Crocus bulbs for school pupils aged 11 years and older to plant in memory of the 1.5 million Jewish children who perished in the Holocaust. The yellow flowers recall the yellow Stars of David that Jews were forced to wear under Nazi rule. The emergence of the flowers each spring encourages ongoing learning about the importance of tolerance and respect. Our schools are participating in the Crocus Project and in October 2014 teachers from all partner schools, and pupils from sixth classes symbolically planted crocus bulbs in St. Michael's School.



## About our project

We are in the second decade of the 21st century and in a time of great change. We have to provide an education that is relevant not just in static and local contexts – but in 21st century and international contexts. We are engaging in this Partnership to develop ideals of global citizenship within our school communities, to improve the ICT and digital competences of pupils, to constantly develop the professional skills of teachers, to further engage the parents and local communities with schools. There are schools from seven countries involved in this partnership: Germany, Greece, Portugal, Slovakia, Spain, Sweden and Ireland.

We had a competition among the pupils of our schools to create a project logo. After a vote by the coordinators the winning logo, featured above, was created by the pupils of Asvestohori.

We have also collaborated to create a two-year year project calendar. Our project has placed high priority on the *professional development of teachers and there has been a teacher-training seminar in arts and crafts in Bielefeld, and a teacher-training seminar in Scratch coding in Galway.*

Our schools have created four modules of work relating to global citizenship and these modules have been embedded in the curriculum of each school. The modules are: Sustainability and the Environment, Citizenship, Migration and Urban Growth, and Climate Change. This newsletter features the module of environment and sustainability and highlights aspects of pupils' work. Over the next year we will publish newsletters highlighting the work of the pupils in the remaining modules.

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Germany

The Ernst-Hansen-Schule in Bielefeld, ran a Project Week in February 2015.

Every class picked a topic, that dealt with SUSTAINABILITY. Here you can read about the work of Class 7 and Class 2/3.

## RAINFORESTS and environmentally friendly PRODUCTS

A RAINFOREST can be described as a tall, dense jungle. It contains an extremely high amount of the world's plant and animal species. Unfortunately forests are cut down, the plants and animals that live in the forests are destroyed, and some species are at risk of going extinct. We students also learned that the earth's climate can be affected, as well as the water cycle.

Many of the trees are cut down for the PAPER industry. We spoke about the possibility of recycling paper, instead of using only white paper. We designed different posters, so that other students from our school can learn about it. We also went through the process of recycling paper ourselves and produced postcards.

The European label "Blue Angel" is widely spread in Germany. It marks environmentally friendly products and services, such as products from recycled paper. We now sell environmentally friendly products that students at our school might need. It happens once a week in our break time.

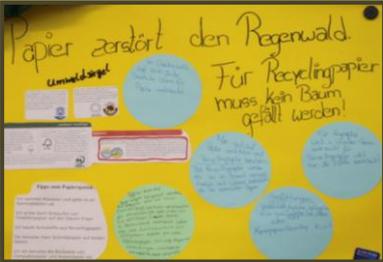
(Students from Class 7)

## "Schools save waste" - Environment-friendly disposal

The project „Müll sparen macht Schule“ – „schools save waste“ is a cooperative project between schools, local waste management services and local consumer advice centers in our state, Northrhine Westphalia. Together they aim to educate students and schools in correct disposal. They managed to highly reduce the waste of some schools, including ours!

This year class 2/3 went on a trip to our local waste management service and learned how to dispose waste in the classroom. They also looked into recycling in a practical way by designing vases and boxes from waste.

(N. Hanekom, teacher)





Hellas

My European friends,

I live in a beautiful village in the north of Thessaloniki. Its name is Asvestohori. It means "village of limes". That's because, in the past mountains of lime existed here. The people built mines to extract the lime. Because of this lime, the climate here was excellent. It was dry and cold during the winter and fresh during the summer. Now the lime is missing and the mountains stand as pierced teeth after they have visited the dentist. In the past, it used to snow a lot. Now we have endless rains which they provoke erosion to the mountains.

Thank god there are two big woods around Asvestohori. We call them "Kouri" and "Sahe-sou". "Sahe-sou" was burned during the nineties when I wasn't born yet. They had been burned 20.000.000 m<sup>2</sup> of this wood. After the fire people of Salonika reimplanted the wood. In combination with seeds of the healthy trees, the wood has been reborned.

In our village there is a gorge. It crosses the village and carries the water of the rain to the sea. Big plants and trees grow on the shores of this gorge. It's always so green! It's too bad that people here, drop their heavy garbage in it, instead of calling the cleaning team of the city hall to pick up the garbage.

My friends may be you know that Greece has about 300 days of sunshine during the year. When we get into the car, the car's inside is "boiling". My father turns on the air-condition and the cars inside becomes an internal spring. Personally, I don't like the air-condition because after a ride by the car, my throat pains. Plus, when the air-condition works, we spend more gas. Our teacher told us that the carbon dioxide of the car's exhaust makes the greenhouse phenomenon more intense.

I would like to feel the breeze on my face, but the windows of the car stay wide shut. That's because my father is getting annoyed of the noise and the wind spoils my mom's hair-do.

In our region, it happens something odd. When it's raining, or snowing or the heat becomes near 40o C, everybody is getting on his car. The roads become hell and the traffic is unbelievable. People do that, because they want to make their shopping without getting troubled of the weather.

Scientists claim that Salonica is a very polluted city. Because of the climate's moisture the exhaust gas stay low to the level of the human breath. That's one of the reasons that we appreciate our village so much! Our village's air doesn't smell like the smog of the city.

This year, we fixed a garden inside our school yard. We planted tomatoes, cucumbers and other vegetables. We asked our director, Mr. Nikos, when the tomatoes will grow. He told us "when the weather gets warm". So, how come and we have beautiful red tomatoes during the winter? They have told us, that these tomatoes came from the greenhouses. There, the tomatoes became red with the help of fertilizers and hormones. I think I wouldn't be very happy if I were a tomato.

So, if tomatoes aren't happy in the greenhouse why should people be? We are not created to live *in* greenhouses but in the open air. If you won't stop polluting our planet, we will become human-tomatoes. I don't think that this is what we want.

Sincerely yours

a student at the 4<sup>th</sup> grade from  
Asvestohori-Salonica-Hellas-Earth





Ireland

## Vegetable Garden

In 5th class we learned about potatoes with Ms Dolan and Ms Callaly. We also learned about potato blight and how the famine started. When we finished learning about the famine we went outside with Ms Callaly, Ms Dolan and Mr O'Dwyer. We put soil in special beds for the potatoes. We added organic compost to the soil. We then dug the compost through the soil. We chose early season varieties of potato called Home Guard and Desiree. We put holes in the soil and placed the potatoes in the holes. We covered the potatoes with soil. When we finished planting all the potatoes we left them so they would grow in the sunshine. Some days we water the plants so they won't get dry. The potatoes will be ready to eat in July.

All of our class pupils were engaged in working in these gardens. We also planted cabbage, curly kale, beans and peas. We used bamboo and wire to support the beans and the peas because they grow tall. So we made the bamboo into a tepee like structure. We used wool to tie the beans and peas to the bamboo. Every boy in my class has planted something.

## Plants need air, light and water

The planting of potatoes and vegetables is fun but we learned that all plants need air, water, and sunlight to grow successfully. To examine if this is correct we have created a control group. The potatoes in this control group will have no air, light, or sunshine. We have planted potatoes in three pots. We have covered the first pot with a plastic bag so there is no air getting into the pot. Then we covered the second pot with a black bag and put it in a cupboard so that no light is going into the pot. We will not water the last pot. We will see how these potatoes develop and we will compare the results with the potatoes that have air, light and water.





Portugal

## REFORESTING!

Next to our school there are some hills covered with vegetation, bushes and trees. In one of those hills there used to exist a lot of pine trees, but the age and some fires have damaged the pinewood.

So...

... on the January 14th 2015, all of us walked from school to the nearby St. Bárbara Pinewood (this is the name of the pinewood).

We were not alone: the policemen and firemen walked with us for safety reasons, since we had to step two dangerous part of our itinerary: firstly, a piece of road with sidewalks; then, a very steep climb on the pinewood itself.

The day was cold and rainy, reason why everything had to be done very cautiously. Nevertheless, we were happy because our task was about to begin: planting little pines in several places of the pinewood in order to reinforce the number of trees.

As we arrived, the gentlemen of the City Hall and the Civil Parish (both elected politicians and workers to help us on the digging and planting) received us with as much joy as we had.

Our teacher, Mrs. Marília, organized us all in groups of two pupils and we manage to land 15 little pines.

We did love so much this activity!

We were aware that, although we are still little children, we are giving our best to the future of our planet.

We will get back to the pinewood with our parents for them – and us – to see how the growing works. We know that pines last very long to become adult trees (around 25 years), so, perhaps, on our early thirties we might sit by the shadow of the trees we once have planted while children...

We loved this idea of reforesting the pinewood and, by doing so, preserve the environment.

We thank to all the grown-ups who've helped us.

### CLASS T1

(boys and girls aged of 6 years-old)





Slovakia

## Energy conservation

The total energy consumption in Europe is increasing. The production of electric energy from non-renewable resources damages our environment. In Slovakia 75 percent of electric energy is produced in thermal and nuclear power stations.

If we want to do something for our environment, we must start with ourselves. The school is the place where we not only discuss the problems of energy conservation, but we actually try to reduce energy consumption through using less of energy. During the lessons pupils try to find out their own ways how to conserve energy. They visit exhibitions and take part in workshops, discussions and competitions. They also monitor the actual energy consumption at home and at school every month. Finally, they employ their knowledge in their homes.

We try to make our pupils aware of the problem of energy conservation.

Those photos are from the event: The Days of Energy Conservation at the Secondary School of Electrical Engineering in Košice. The pupils from the 8th year took part in it.

## Illegal dumping

Illegal dumping is the problem of many towns and people all around the world. That is why we try to discuss the problem in the lessons. We want our students not to become careless. We teach them that if they found the illegal rubbish dump, they should do something about it.

Pupils from the 8th year took part in a workshop where they discussed the problem of illegal dumping and invasive plants. The workshop was run by the students from a secondary school and by the residents' association TATRY.

TrashOut is an environmental project aiming to locate illegal dumps all around the world and to take proper steps to illegal dumps. It helps ordinary people to have impact on their environment and to be easily involved. This project will also help local institutions and governments to improve the situation in the world. TrashOut application takes a photo of the rubbish dump, locates it and sends all the information to the local councils. This is the way how pupils and teachers can actually help to stop illegal dumping in their area and help our environment.





Spain

## The vegetable garden

It's been a long time since we are farmers in our school. Boys and girls from 1st and 2nd grades are in charge of preparing the soil, of choosing and dividing what every class is going to plant.

When everything is ready, every class goes to the vegetable garden to seed and sow. We have aromatic herbs, beans, tomatoes, chard, lettuce, carrots... The responsables of the vegetable garden (we change these responsables every week) water and take care of it.

We observe the growth and when the moment arrives we do the harvesting. All of it looks so delicious that we have to taste it in the school and we take it to home too!



## How can we be more sustainable?

We turn into investigators! After talking about sustainability and the problems of our planet, we have decided to check if we are doing it right and if we could do it even better!

Boys and girls from Kindergarten have prepared some rubbish bins for recycle. Students from the first and second cycles of Primary Education have gone to the recycling center.

The older of the school, 5th and 6th grades, have seen that is very important to avoid contamination in the air and water; in a city like Barcelona there is a lot of noise so, we have been investigating about noise pollution in our district and our school.





Sweden



### Sustainability - Making new things out of old fabric

Albin made a pillow from an embroidered table cloth. He sewed a zipper and made an inner cushion. It became a nice cushion for his sofa.

Kaspar reused a coat and sewed it so it would fit him. When you are tired of some things there are plenty of ideas to remake old but good fabric, clothes and cloths.



### Why is it good to recycle?

It's good for the environment, you save a lot of resources. It saves the earth's energy. It's good for nature to save. That means you reduce the rubbish. For instance, if you have younger siblings and have clothes that do not fit anymore, you could give your clothes to your sisters and brothers. Another tip is if you have been drinking from a plastic bottle of Coke you can have water in it instead of buying new bottles all the time.

Families in our class in Sweden recycle cardboard, paper, plastics, PET-bottles, glass, cling film, textile, metal, cans, batteries, food and flower soil.

Lucille and Amanda

### Report from the Science museum

We visited the Science museum. There we went to an exhibition about the climate changes. We saw a movie at first. It was called the Storm's eye. It was about how we affect the climate and the nature. I got most shocked when some people were looking at some big ice cliffs falling into the water. When one of the biggest cliffs fell a gigantic wave came. I thought they were safe but they were not. They ran as fast as they could but some of them fell into the water! I got scared and wondered if it was for real. The movie showed some other things too, for example some floods and big winds and big deserts. You could only see sand as long the eye reaches.

After the movie we split up in two groups. My group looked at how the sun shone on the planet Earth. We were supposed to grab hold of a bar and drag the earth around the sun and watch what was happening. The sun was giving light to half of the earth at the time. Then we looked at some pictures and a mini tornado! And then we went to a quiz about how we could affect the climate. That was fun. Then we looked at a little greenhouse. After that we had lunch and then we went back to school.

Viggo and Edith

