



## CSPE Lesson 7: Integration and Enforcement

### Curriculum links

Concept - Interdependence, Citizenship, Rights and Responsibilities, Stewardship, Law  
Unit 1 the Individual, Unit 2 Community

### Eco Eye film clip and comprehension – Integration and enforcement

- Taking the Green Schools' message home

**(NB Comprehension exercises are provided for each clip in separate PDFs. You should choose the ones you will use with this lesson and print them in advance)**

### Aim

- Students will become aware of some of the agencies working together to combat climate change.
- Students will understand how some small steps can contribute to reducing climate change.
- Students will see how communities working together can contribute to change.

### Introducing the topic

Integration and enforcement are two of the biggest environmental challenges we face.

**Integration:** To protect our environment we need to make environmentally responsible behaviour the norm across all sectors of society and integrate a concern for the environment into all policies and decisions. The film clip 'Taking the Green Schools message home' looks at how children are influencing their parents to be more environmentally aware.

**Enforcement:** The Environmental Protection Agency encourages individuals and businesses to make good environmental practices part of their activities to prevent environmental pollution.





Where pollution does occur the EPA can prosecute the people and companies responsible by enforcing environmental laws.

### **Method**

- Ask students to answer the following question in a **Place Mat** discussion (see end of lesson plan for details) or a **Think - Pair - Square - Share** activity: Students work individually to think about the question below and write their answer. They then work in pairs to develop the answer further. Then each pair works with another pair of students to discuss their responses and share their answer with the rest of the class.

### **Question: What is a green home?**

- N.B. Keep the Place Mats for the next step

### **Exploring the topic**

- Students watch the video clip and complete the comprehension.
- Ask students to look at their Place Mat again – fill in any other ideas/information that has come up in the course of watching the video.

### **Follow on activities**

#### **Suggested homework**

- What is your experience of green schools?
- What do you do at home to help the environment?

### **Other classroom activities**

#### **Research/discovery activities**

- There are a number of agencies mentioned in the programme find out about them.





- Search some websites to explore what is being done in Ireland to help homes become greener e.g. [http://www.seai.ie/power\\_of\\_one](http://www.seai.ie/power_of_one)
- Carry out a media survey for one week and collect all of the clippings that relate to the issue of the environment.

### **Group-work/discussion activities**

- How could the school be greener?
- Is there one small step you could take that would have a positive impact on your carbon footprint without having a negative impact on your life? For ideas visit: <http://cmt.epa.ie/en/calculator/> or <http://www.smartertravelworkplaces.ie/>

### **Simulation activities**

- Have a classroom vote on what are the most important things you could change to be greener at home.
- Imagine you are a homeowner – what would you change about your house to make it more environmentally friendly? Why would you change it?

### **Enforcement**

- Explain to students that in Ireland and in the EU there are laws to protect the environment. The Environmental Protection Agency encourages individuals and businesses to make good environmental practices part of their activities to prevent environmental pollution. Where pollution does occur the EPA can prosecute the people and companies responsible.
- Go to <http://www.epa.ie/whatwedo/enforce/prosecute/> and find out about offences or prosecutions in your area.

### **Possible action projects**

- Visit a local court to watch a proceeding in relation to the environment.



## 2020 VISION

### INTEGRATION & ENFORCEMENT



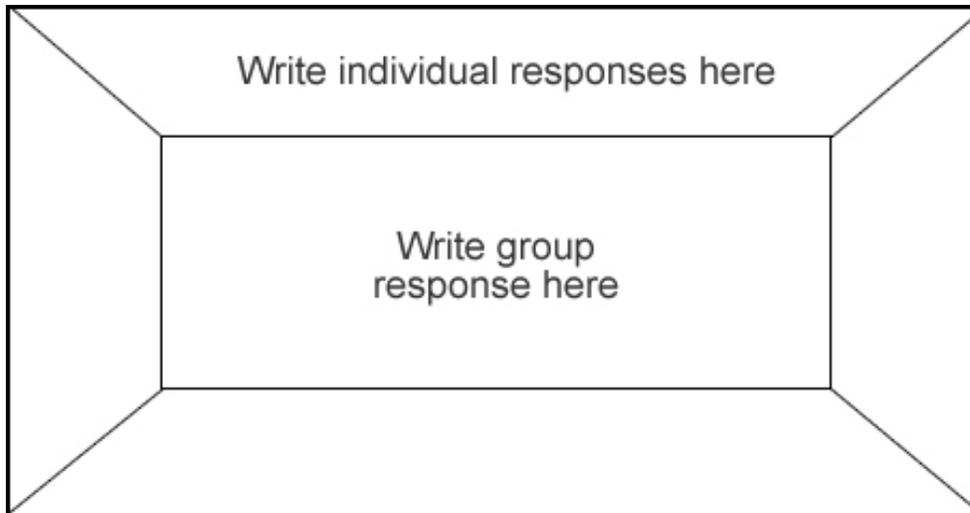
- Search all of the EU Directives in relation to environmental policy that are applicable to Ireland and divide the laws up amongst the class. Each student researches one law and creates a poster.
- Draw up a list of 'rules' in relation to waste management in the school. Ask the principal if they can be introduced in to the school or put to the Student Council and Board of Management. Work to enforce the policy in your school.





## Place Mat Exercise

- Students work in groups of four
- Provide each group with a large Place Mat (A3 or chart paper) as below



- Ask students to think about, then write in their section of the Place Mat, their answer to the question at hand (This may involve ranking criteria or elements of the response in order of importance)
- Students write individual responses outside the centre rectangle
- Students share their answer with the rest of their group
- Working collaboratively, each group determines a common response
- Students write the group response inside the centre rectangle
- Students look at other groups' Place Mats, return to their own Place Mat, discuss what they saw, and amend their response accordingly
- Group responses can then be discussed as a class

