



Rialtas na hÉireann
Government of Ireland

Take 1 Programme

Education for Sustainable Development in Post Primary Schools



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Overview

- *Education for Sustainable Development and the Sustainable Development Goals - An Overview*
- *Take 1 Programme Overview*
- *Take 1 Policy Alignment*
- *Learning in Action – Take 1 Week 2023*



13 CLIMATE ACTION



ALS



SUSTAINABLE DEVELOPMENT GOALS



Transforming Our World: the 2030 Agenda for Sustainable Development

On August 2, 2015, the entire UN membership (193 countries) agreed upon a new agenda for Sustainable Development. The economic, social and environmental dimensions of sustainable development are at its core. The agreement sets the course **for the entire world** to deliver a more sustainable, prosperous and peaceful future for all, in harmony with our planet

Ireland has had a central role in the process as **co-facilitators** of negotiations together with Kenya.

The SDGs address a broad and universal range of concerns, including issues such as inequality, sustainable cities, renewable energy, peaceful and **inclusive societies** and sustainable consumption and production, among others.

A crucial aspect of the new agenda is that it is a universal one. All goals are equally applicable to Ireland as to any other country. A further element is a commitment to **“leave no one behind”** and to address those in most need as a first priority.



4 QUALITY EDUCATION



TARGET 4-1 FREE PRIMARY AND SECONDARY EDUCATION	TARGET 4-2 EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION	TARGET 4-3 EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION	TARGET 4-4 INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS	TARGET 4-5 ELIMINATE ALL DISCRIMINATION IN EDUCATION
TARGET 4-6 UNIVERSAL LITERACY AND NUMERACY	TARGET 4-7 EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP	TARGET 4-A BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS	TARGET 4-B EXPAND HIGHER EDUCATION SCHOLARSHIPS FOR DEVELOPING COUNTRIES	TARGET 4-C INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES



Checks & Measures



Target 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Indicator 4.7.1

Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment





Sustainable Development

“meeting the needs of the present without compromising the ability of future generations to meet their own needs”

(United Nations Bruntland Commission, 1987)

World Commission on Env. And Development. (1987). Our Common Future. England:Oxford University Press.

Take 1 Programme



Take 1 Programme

Education for Sustainable Development in ETB Schools



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Aim

- *To support schools to communicate, raise awareness of, and embed Education for Sustainable Development as part of a broad curriculum, through the UN Sustainable Development Goals*

Objectives

- *Provide professional learning opportunities to engage with and understand Education for Sustainable Development*
- *Explore opportunities to link formal, non-formal and extra-curricular activities to the achievement of the Global Goals.*
- *Support the inclusion of Education for Sustainable Development as part of school policy and wellbeing programmes*



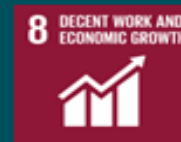
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Subject specifications at Junior Cycle

Home Economics		
Strand 1	Strand 2	Strand 3
Food, Health and Culinary Skills	Responsible Family Living	Textiles and Crafts
<i>Learning Outcomes</i>	<i>Learning Outcomes</i>	<i>Learning Outcomes</i>
<p><i>1.15 investigate the impact of their food choices from an ecological and ethical perspective</i></p> <p><i>1.16 apply sustainable practices to the selection and management of food and material resources</i></p>	<p><i>2.7 identify how individuals, families and households can contribute to sustainable and responsible living</i></p> <p><i>2.8 describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation</i></p> <p><i>2.9 explore the influence of technology on the management of personal, family and household resources</i></p>	<p><i>3.6 demonstrate ways in which clothing and/or textile household items can be repaired, re-used, re-purposed, recycled and upcycled</i></p> <p><i>3.7 evaluate textile care procedures used in the home from an environmental perspective</i></p> <p><i>3.8 discuss the influences of trends and choices on textile and clothing, including ethical and ecological considerations</i></p>

Subject specifications at Junior Cycle

Maths



Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Unifying Strand	Number Strand	Geometry and Trigonometry Strand	Algebra and Functions Strand	Statistics and Probability Strand
Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
<p>U.4 represent a mathematical situation in a variety of different ways, including numerically, algebraically, graphically, physically, in words; and to interpret, analyse, and compare such representations</p> <p>U.6 make connections between mathematics and the real world.</p> <p>U.11 generate general mathematical statements or conjectures based on specific instances</p>	<p>N.2 investigate equivalent representations of rational numbers</p>	<p>GT.2 investigate 2D shapes and 3D solids so that they can:</p> <p>a) draw and interpret scaled diagrams</p> <p>GT.5 investigate properties of points, lines and line segments in the co-ordinate plane so that they can:</p> <p>a) find and interpret: distance, midpoint, slope, point of intersection, and slopes of parallel and perpendicular lines</p>	<p>AF.1 investigate patterns and relationships (linear, quadratic, doubling and tripling) in number, spatial patterns and real-world phenomena involving change so that they can:</p> <p>a) represent these patterns and relationships in tables and graphs</p>	<p>SP.2 investigate random events so that they can:</p> <p>a) demonstrate understanding that probability is a measure on a scale of 0-1 of how likely an event (including an everyday event) is to occur</p> <p>SP.3 carry out a statistical investigation which includes the ability to:</p> <p>a) generate a statistical question</p> <p>c) classify data (categorical, numerical)</p> <p>f) evaluate the</p>

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www.take1programme.com

Subject specifications at Junior Cycle

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Education for Sustainable Development in Post Primary Schools



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Modern Foreign Languages		
Strand 1	Strand 2	Strand 3
Communicative Competence	Language Awareness	Socio-cultural knowledge and Cultural Awareness
Learning Outcomes	Learning Outcomes	Learning Outcomes
<p>1.8 source and use authentic texts to explore topics of relevance through a range of media</p> <p>1.15 take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary</p> <p>1.20 write short descriptions of present, past and future events, activities and personal experiences, as well as imaginative texts</p>	<p>2.2 apply all language learning to creative activities such as producing simple poems, posters, presentations, games and drama</p>	<p>3.2 discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people</p> <p>3.5 identify and reflect on common stereotypes about the target culture/s, including their own, and explain if and how their attitude towards the target country/ countries is evolving</p> <p>3.6 select, process and present information through the appropriate use of digital technologies, and evaluate it for truth and reliability</p> <p>3.8 compare and contrast aspects of personal interest in the target language country/countries with those in their own country and present them using a range of media</p>



www.take1programme.com

ESD in Action

**Take 1
Week**



November 20th – 24th 2023

May Day for Sustainability



May 7th - 2024



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International

PISA Global Competencies



Education for Sustainable Development (ESD) empowers learners of all ages with the knowledge, skills, values and attitudes to address the **interconnected global challenges** we are facing, including climate change, environmental degradation, loss of biodiversity, poverty and inequality.

Learning must prepare students and learners of all ages to find solutions for the challenges of today and the future. **Education should be transformative** and allow us to make informed decisions and take **individual and collective action** to change our societies and care for the planet.

(UNESCO - 2015)



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National



An Roinn Oideachais
Department of Education

Department of Education Statement of Strategy 2021 - 2023

Over the lifetime of this Statement of Strategy we will contribute to the achievement of the SDGs and in particular to SDG 4 – Quality Education “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” through the SDG National Implementation Plan.



The 2nd National Strategy on Education for Sustainable Development in Ireland 2030

The National Strategy on Education for Sustainable Development aims to ensure that education contributes to sustainable development by equipping learners with the relevant **knowledge** (the ‘what’), the key dispositions and **skills** (the ‘how’) and the **values** (the ‘why’) that will motivate and empower them throughout their lives **to become informed active citizens** who take action for a more sustainable future.

*Department of Education
2022*



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Climate Action Mandate

A Public Sector Climate Action Mandate was published in 2022 . That mandate excluded the school sector, as it would have its own dedicated climate action mandate that would best reflect the circumstances in schools and minimise the burden on schools where possible.

This dedicated School Sector Mandate recognises the variance between large public bodies and the school sector and the distinctive role schools are playing in the areas of Education for Sustainable Development and Climate Change.

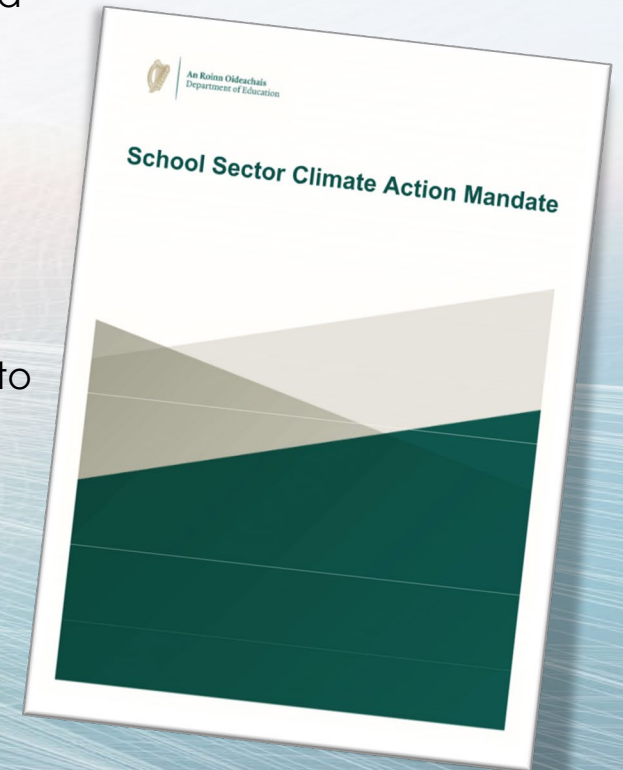
Schools now have a separate **Climate Action Mandate** under which they are supported to adopt a **School Sustainability Policy Statement**.

[gov.ie](http://www.gov.ie) - [School Sector Climate Action Mandate \(www.gov.ie\)](http://www.gov.ie)

A toolkit to assist with this process is linked in Issue 12 of the Department of Education's ESD Newsletter published in September

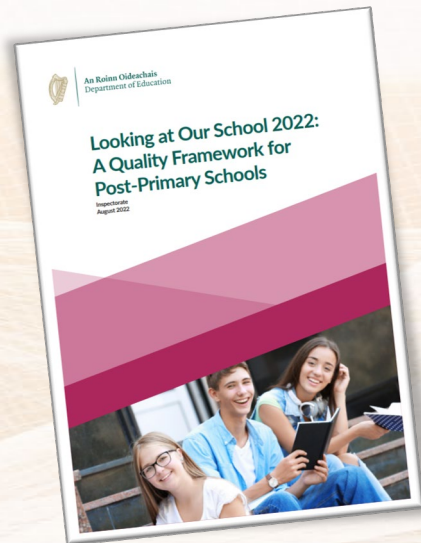
Read more and sign up to the newsletter

[gov.ie](http://www.gov.ie) - [Education for Sustainable Development Newsletter \(www.gov.ie\)](http://www.gov.ie)



Looking at our School 2022

Learning and Teaching



Domains	Standards	Take 1 Programme Coherence
<i>Learner experiences</i>	Students: experience opportunities to develop the skills and attitudes necessary for lifelong learning	SDG 4 calls on Member States to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” Embedded approach supports flexible response to current contexts and students’ concerns relating to ‘sustainability’
<i>Teachers’ collective / collaborative practice</i>	Teachers: work together to devise learning opportunities for students across and beyond the curriculum	Embedding the SDGs to highlight the interconnected nature of Education for Sustainable Development – within the syllabus, across classrooms and throughout the whole school.

Looking at Our School 2022 – A Quality Framework for Post Primary Schools (LAOS)



Domain 1: Learner Outcomes

Standards	Statement of effective practice	Statement of highly effective practice
Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum	Students are recognised as key contributors to our sustainable future. In line with the curriculum, their understanding of environmental, social and economic issues and of active citizenship, with the associated rights and responsibilities in local and wider contexts is being developed. They are enabled to act responsibly for a more sustainable world.	Students are recognised as key contributors to our sustainable future. In line with the curriculum, their understanding of environmental, social and economic issues and of active citizenship, with the associated rights and responsibilities in local and wider contexts is being developed. Students are enabled to contribute positively, actively and compassionately towards the creation of a more sustainable and just world.

Domain 3: Teachers Individual Practice

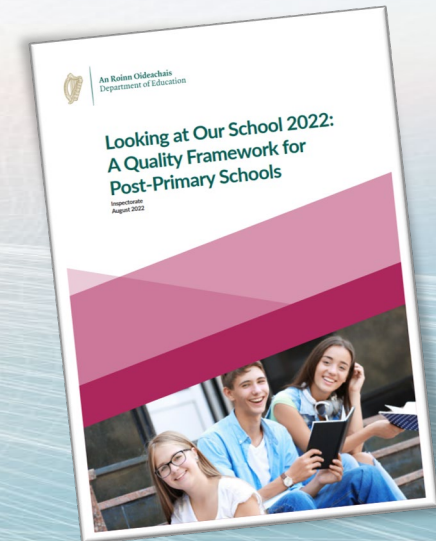
Standards	Statement of effective practice	Statement of highly effective practice
The teacher selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs	Teachers enable students to make meaningful links between lesson material and their learning in other subjects and elsewhere.	Teachers enable students to make meaningful links between lesson material and their learning in other subjects, and to transfer their learning to new experiences.



Looking at our School 2022

Leadership and Management

Domains	Standards	Take 1 Programme Coherence
<i>Leading Teaching and Learning</i>	Foster a commitment to inclusion, equality of opportunity and the holistic development of each student	Inclusive of all learners – moving away from the single subject response to Education for Sustainable Development issues.
<i>Developing leadership capacity</i>	Promote and facilitate the development of student participation, student leadership and parent participation	Offering a common thread for responding to students' concerns in relation to climate issues and providing opportunities for engagement.



Looking at Our School 2022 – A Quality Framework for Post Primary Schools (LAOS)



Domain 1: Leading Learning and Teaching

Standards	Statement of effective practice	Statement of highly effective practice
Promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment	The principal, with those leading the process, uses SSE to encourage teaching that is engaging and challenging, to support the inclusion of student and parent participation in policy development around learning and teaching and to increase students' interest in learning.	The principal, with those leading the process, uses SSE very effectively to encourage teaching that is engaging and challenging, to support the inclusion of student and parent participation in policy development around learning and teaching and to enable all students to become active and motivated learners

Domain 2: Managing the Organisation

Standards	Statement of effective practice	Statement of highly effective practice
Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice	The school values and promotes a commitment to sustainable development and implements practices and policies that embed the principles of sustainability in the daily routines of the school.	The school prioritises and promotes, as a core value, a commitment to sustainable development; the school community collectively develops and implements practices and policies to embed principles of sustainability in the school's daily routines.



School Self Evaluation (SSE)

As an evidence-based process, School Self Evaluation (SSE) supports schools in

- identifying,
- analysing
- making judgements

about students' learning, with the intention of taking action to make learning better.



An Roinn Oideachais
Department of Education

School Self-Evaluation: Next Steps

September 2022 – June 2026

3. What should schools focus on in SSE?

Balancing school and system requirements

For school self-evaluation to be truly effective, schools need to own the process.

- Boards of Management, Principal Teachers and Teachers in Post-Primary Schools
- Chief Executives of Education and Training Boards

SSE that works for Irish schools needs to balance school and system goals. Accordingly, schools will have autonomy to choose what to do to improve their education provision, subject to having an SSE plan that enables them to address:

- Context-specific school priorities related to teaching, learning, equity and inclusion
- National wellbeing goals
- National curriculum goals such as those relating to the primary language curriculum, junior cycle and senior cycle
- Other national strategies including the [Digital Strategy for Schools](#) and the [National Strategy for Education for Sustainable Development](#).



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DEIS Planning - Example

Literacy

- Team Teaching
- Peer Learning
- Word play

Transition

- Partnership approach to ESD – shared project
- ESD as part of induction programme
- Presentation to parents

Partnership with parents

- Using ESD (Take 1 Week/May Day to support parental involvement)
- Sustainability projects driven/supported by parents

Partnership with others

- Using community expertise in ESD to make connections E.g. Local bicycle shop, charity shop, county council



Areas of focus examples

- Active learning
- Differentiation



Teaching Council

Céim: Standards for Initial Teacher Education

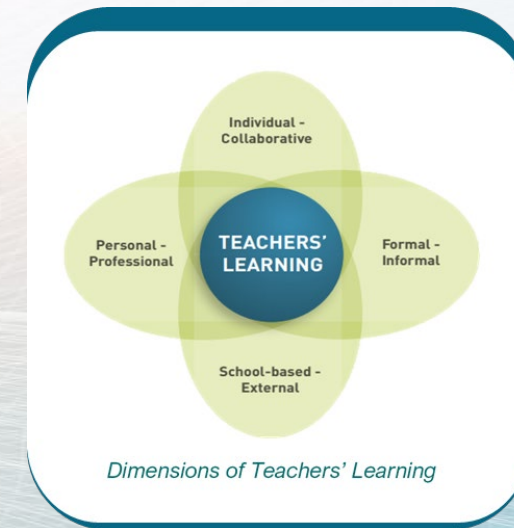
Table 2: Core Elements of ITE Programmes

All ITE programmes shall include the specific elements set out hereunder on an equitable basis. The Council recognises that many of these areas of study may already be included in programmes of ITE either through the foundation studies or professional studies. By delineating them as core elements to all programmes, the Council is ensuring that, these elements underpin all aspects of programmes of ITE.

1. **Inclusive Education:** With reference to Inclusive Education as outlined in the Glossary, this includes the fostering of appropriate learning environments, including digital ones, that support the development of student teachers' ability to provide for the learning needs of all pupils by utilising, for example, a universal design for learning framework.
2. **Global Citizenship Education:** to include Education for Sustainable Development; Wellbeing (personal and community); Social Justice, Interculturalism. There should be demonstrable integration between Inclusive Education and Global Citizenship Education rooted in the principle of care for others.
3. **Professional Relationships and working with parents:** (to include working with parents, pupils, peers, external agencies and others; preparing for school placement; the school as a learning

Céim is a keystone document in the continuum of teacher education, which *reflects the fact that teachers are always learning so that they can always teach.*

Cosán – Framework for Teachers Learning



Cosán is a flexible framework that acknowledges and appreciates that teachers learn through a variety of processes and endeavours to “ensure that the learning is relevant to teachers and their learning needs”



Getting Involved

Take 1 Week 2023

- Promote the day
(before/during/after)
(website/social media/local media)
- Display the posters
- Share your activities
- Use the hashtags

#take1programme

#take1week23

A vertical poster for the 'Take 1 Programme'. On the left, a large dark teal number '1' contains a circular logo with 17 colored segments. To the right of the '1', the text 'Teach About To Over' is stacked vertically. Further right, the text '1 Lesson', '1 SDG', '1 Class', and '1 Week' is stacked vertically. At the top right, the Irish Government logo and 'Rialtas na hÉireann Government of Ireland' are visible. Below the main title 'Take 1 Programme', it says 'Education for Sustainable Development in Post Primary Schools'. At the bottom, it includes social media handles '@Take1_Programme' and '#take1programme', the website 'www.take1programme.com', and a small copyright notice: '© Take 1 Programme 2023 - Supported by the Department of Education'.

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Take 1 Programme

Education for Sustainable Development in Post Primary Schools

Teach **1 Lesson**
About **1 SDG**
To **1 Class**
Over **1 Week**

Embedding Education for Sustainable Development in Learning and Teaching

@Take1_Programme #take1programme www.take1programme.com

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November 20th – 24th



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Getting Involved

Set up a Sustainable Development Goals Display

This could be a project that you get a particular class group to create. It may also be a task for the Student Council.



1. Print off the SDG icons saved in the resources folder (suggest at least A4)
2. If you can, laminate the cards, this will help them last longer.
3. Locate an area to set up your display – if you have somewhere that can remain permanent, even better.

Display options:

- ~ Attach the SDG icons to an upright piece of timber and create an SDG flagpole.
 - ~ Attach the SDG icons to a piece of ribbon hang as a banner.
 - ~ Pin the SDG icons and information in the resource folder to your notice board.
 - ~ Add the **Take 1 Programme Pull Up** to the area
4. Let everyone in the school know about the SDG display area.

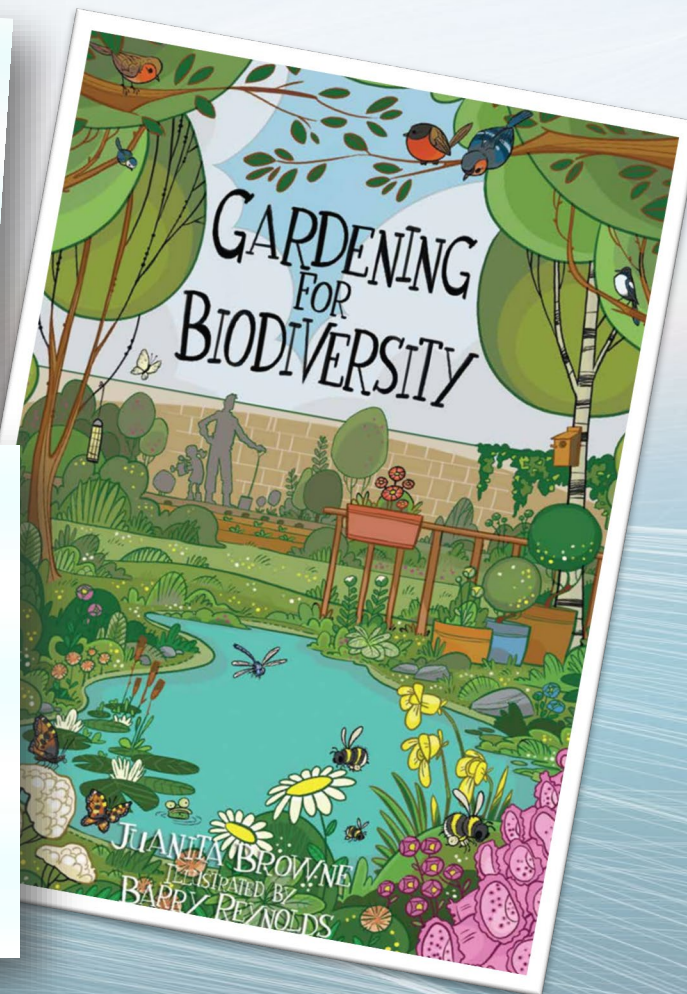


Play a game of SDG connections

1. Print off the set of SDG icons in the resource folder. You can print the regular icons or the SDG connection icons.
2. If you can, laminate the icons.
3. Place the icons upside down, so that the numbers cannot be seen.
4. Ask players to turn over two icons and come up with a way that they might be connected.
5. If you/your students know very little about the SDGs, you can still discuss ways that the two SDGs might impact on or be connected to each other. You can use the information cards in the resource pack to learn more.

Play the SDG PowerPoint on your display noticeboard.

1. Play the **Take 1 Programme PowerPoint** on your school screen noticeboard.
2. The PowerPoint contains an easy quiz question which can be used as a school competition.
3. Ask students to fill in their guess and their name on an entry sheet and draw a name at random for a prize.





Borrisokane CC @BorrisokaneCC · Nov 23, 2022

3E English spent a class creating Blackout Poetry from an old novel that was falling apart. #sustainability #well-being #SDG4 #SDG3 #take1week2022 @TipperaryETB



Kilkenny City Vocational School @KCVS_tweet · Nov 21, 2022

Take 1 Week got off to an exciting start in KCVS today. Today's focus was SDG 13 Climate Action. Our 1st and 3rd years participated in an interactive Climate Action Lesson. Well down to all involved #respect #care #community #SDG13 #take1week2022 #etb_sdgs @ETBIreland



Vourneen Gavin Barry @vourneengavin · Dec 3, 2019

Delighted to have Jack @ItsJackOConnor meet with the Student Council @desmondcollege to discuss #SDGs and the exciting @ETBIreland #etb_sdgs



Desmond College @desmondcollege · Dec 3, 2019

Jack O'Connor met the Student Council, where they explained to him the huge work undertaken, in the past year, in implementing an initiative, which saw the installation of filtered drinking water fountains for all students.

@LimClareETB @LCETBSchools @ETBIreland



photo/1



2



4



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OaklandsCC @OaklandsCC · Nov 25, 2022

Masterchefs Cian Mulligan and Ruby Muldowney along with other students in the Oak Centre prepared a turkey dinner to celebrate Thanksgiving. They didn't forget to put all the vegetable peelings in the compost bin, doing their bit for sustainability. [#take1week2022](#) [#etb_sdgs](#)



Colaiste Mhuire Buttevant @ColaisteB · May 5

Our students were busy creating our 'Indoor Metre of Meadow' while we wait for our outdoor one to mature!! [@Take1Programme](#) [#maydayforsustainability23](#) [#take1programme](#) [#etb_sdgs](#)



Abbey Community College, Waterford (... @Abbey... · Nov 24, 2022

1st Year CSPE have been discussing how Human Rights are being exploited in many countries and how the Sustainable Development Goals are aiming to bridge the equality gap between these countries. [#take1week2022](#) [@KCETB_Schools](#) [#etb_sdgs](#)



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Newport College
@NewportCollege

'Darkin EV stopped by today to have a look at our teacher car park in hope to install an EV unit for charging electric cars. On May 11th, They are also giving a talk to our students around driving sustainably in the future #SustainableDevelopment #etb_sdgs #Tipperaryetb #etbi



CMCO Science Department @CMCOscience · Nov 23, 2022

Replying to @CMCOscience

@colmhuirecoed 5th Biology students busy investigating the flora and fauna and their relationships with the environment in a woodland ecosystem in @fotawildlife park #cmcoagobair #qualityeducation #sdg3 #etb_sdgs #take1week2022 @Take1_Programme @TipperaryETB



StAilbesSchool @StAilbesSchool · Nov 23, 2022

TAKE 1 week continues, 2nd years working on SDGs in RE class. The class focused on morality & racism linking it to recent class work and targets of the SDGs.

#etb_sdgs #take1week2022 #tipperaryetb #stailbesschool #excellenceineducation #etbcorevalues



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Today, our level 2 students, tended to their winter growing rocket & then baked some delicious scones for themselves, their friends & teachers. Part of Healthy Eating (Priority Learning Unit- Personal Care) focus Global Goal 3- Good Health & Wellbeing [#ETB_SDGS](#) [#InclusionMatters](#)



 **Tyndall College Carlow** @tyndall_college · Nov 25, 2022
[@take1_programme](#) [#take1week2022](#) [#etb_sdgs](#) @KCETB_School



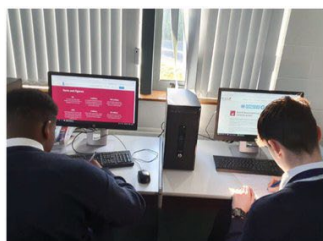
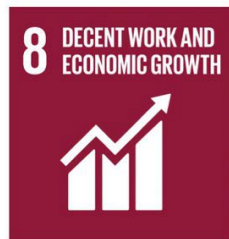
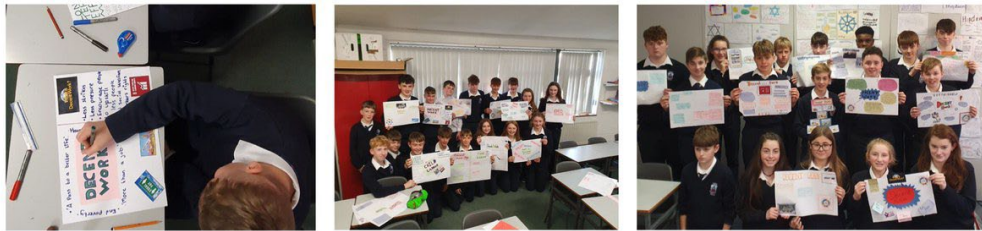
 **Kilkenny City Vocational School** @KCVS_tweet · Nov 22, 2022 ...
 Today's focus in KCVS was SDG 3 'Good Health and Well-being'. Students participated in meditation & practiced some mindfulness colouring in. Our 3rd years also started creating their SDG pledges for our 'SDG Pledges Noticeboard'. [@ETBIreland](#) [#care](#) [#mindyourmind](#) [#take1week2022](#)



PIC•COLLAGE



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CTI Clonmel
@CTI_Clonmel

#ETB_SDGs @TipperaryETB @ClodaghKelly17
#onyourbike

Daltaí ó Gaelcholáiste Chéitinn réidh ar a rothair ag dul ar an Slí Gorm i gcóir MAYDay @ETBIreland Sustainable Development Goals day. @TipperaryLive @TippFM @TipperaryCoCo

Translate Tweet



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Today we linked in Global Goal 2 'Zero Hunger' on our Green Schools Advent Calendar with our Take One whole school initiative [#ETB_SDGS](#). Students hope to bring in some food items for the SDG Christmas Food Appeal. [#GSAdventGoals](#) [@GreenSchoolsIre](#)





Coláiste an Átha @colaisteanatha · Dec 3, 2021

Ms Colliton's 3rd Home Ec students comparing environmentally friendly stain removers vs shop bought in class today. **SDG 13 Climate Action.**

#etb_sdgs #take1week21 @WWETBofficial @Education_Ire @NCCAie @NAPD_IE @GetupGoals



St. Brendan's CS Birr @stbrendansbirr

To mark May Day for Sustainability in St. Brendan's, our Metro Meadow has started to thrive supporting biodiversity

@Take1_Programm #maydayforsustainability23 #take1prog



10:46 PM · May 9, 2023 · 605 Views



Colaiste Shliabh na mBan @NaSliabh · May 9

Students created ceramic 'Bee baths' for our herb garden. These baths give the bees a safe place to rehydrate as they pollinate our chives. **SDG 15 Life on land.** #maydayforsustainability23 @TipperaryETB



Resources & Supports



For each school

- **Take 1 Programme**
 - Curriculum Resource (Irish/English)
 - SDG/ESD Background materials
 - SDG Icons & Logos (English/Irish)
- **Action/Activity Resources (Take 1 Week/May Day for Sustainability)**
 - Template overview Power Point
 - Suggested classroom/school activities
 - Promotional poster(s) (Irish/English)
 - Social Media images
- **External Resources**
 - [Education for Sustainable Development Newsletter](#)
 - WorldWise Global Schools Grant funding (schools or clusters) opens April 2024



[Please click HERE to complete the post training survey](#)



#take1programme



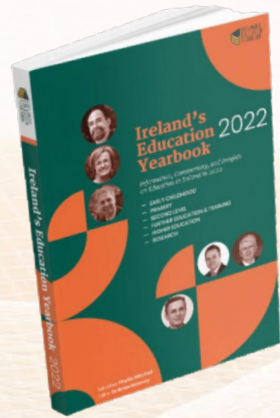
Please click [HERE](#) to complete the post training survey

THANK YOU

take1programme@outlook.com



Presentations



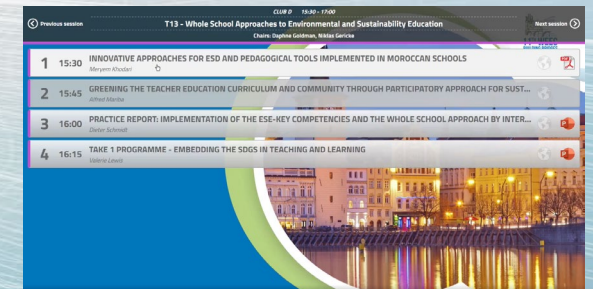
Education Matters 2022

From Policy to Practice: Education for Sustainable Development through the Lens of Looking at Our School 2022



OECD – Global Teaching Insights

Examples of innovative actions on teaching *Climate Education* with the **OECD**, **UNESCO** and **Education International**.



11th World Environmental Education Conference 2022



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Further Reading & Resources

Central Statistics Office – Infographics on the SDGs in Ireland

<https://www.cso.ie/en/statistics/unsustainabledevelopmentgoals/>

United Nations – Publication and progress to date

<https://sdgs.un.org/goals>

Geohive – interactive mapping progress and data for Ireland

<https://irelandsdg.geohive.ie/>

SDG Dashboard and trends – How are countries progressing

<https://dashboards.sdgindex.org/>

UNESCO – Education for Sustainable Development

<https://unfccc.int/sites/default/files/resource/2%20UNESCO.pdf>

