

## FIRST AND SECOND CLASSES – CARING FOR MY LOCALITY

### Teacher Guidelines:

- Pages 130 - 132

### Linkages:

- Living things: Plants and animals
- Materials
- Energy and forces: Light

### Integration:

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

## FIRST AND SECOND CLASSES – CARING FOR MY LOCALITY

### Content Objective:

- **IDENTIFY, DISCUSS AND APPRECIATE THE NATURAL AND HUMAN FEATURES OF THE LOCAL ENVIRONMENT**

### Some suggested activities:

- Make drawings of a habitat as it changes over the year
- Children could invite an older person who has lived in the locality to come and talk to them about the changes that they witnessed.
- “My favourite place in my school/community” Children draw a picture or use the digital camera to record and discuss
- Visit/field trip to an area undergoing change e.g. a field that is becoming a building site. The stages of change can be recorded using children’s drawings or the digital camera. There can then be used as the basis of an ordering activity later in the class.
- Identify the human and/or natural features of a habitat.

### Some suggested investigations:

- Which is the favourite place in the school of the entire class? Children discuss options and select choice. These are then displayed in a pictogram or block graph format.

### Some suggested design and make:

- Using magazines and/or brochures design and make a frieze/montage of a place that would/would not be a nice place to live.

## FIRST AND SECOND CLASSES – CARING FOR MY LOCALITY

### Content Objective:

- **OBSERVE AND DEVELOP AN AWARENESS OF LIVING THINGS IN A RANGE OF HABITATS IN LOCAL AND WIDER ENVIRONMENTS**

### Some suggested activities:

- Select a common plant or animal and predict where we might find it.
- Sort pictures of plants and animals into groups which are similar in characteristics or native environment e.g. plants or animals from a hot/cold/wet/dry place. How are they suited to the places in which they live?
- Identify the areas in the school grounds where certain common plants and animals are very prominent.

### Some suggested investigations:

- Where do woodlice live in our school grounds?
- If we move some snails within the school grounds will they return to where we found them initially?

### Some suggested design and make:

- A suitable home for woodlice that is similar to the habitat in which they were found.

## FIRST AND SECOND CLASSES – CARING FOR MY LOCALITY

### Content Objective:

- **OBSERVE SIMILARITIES AND DIFFERENCES AMONG PLANTS AND ANIMALS IN DIFFERENT LOCAL HABITATS**

### Some suggested activities:

- Look at two different animals or plants and identify how they are alike and how they are different. Record these differences pictorially or in a table format.

### Some suggested investigations:

- Are there more dandelions in the lawn or the pitch?

### Some suggested design and make:

- Make a model of a habitat in your neighbourhood

## FIRST AND SECOND CLASSES – CARING FOR MY LOCALITY

### Content Objective:

• **DEVELOP AN AWARENESS THAT AIR, WATER, SOIL, LIVING AND NON-LIVING THINGS ARE ESSENTIAL TO THE ENVIRONMENT**

### Some suggested activities:

- Try to grow plants without water/soil
- What does the oak tree, the hedgehog etc., need to live?
- Discuss what plants need in order to grow. Plant seeds in different conditions. Which of the plants needs are met by the sun? What happens if we leave a brick on grass for a period of time

### Some suggested investigations:

- Will cress seeds grow better inside or outside a plastic bottle glasshouse?
- Will plants grow better with tap water or rain water?
- Does the amount of water fed to plants/seeds affect their growth? How could we find out?

### Some suggested design and make:

- Design and make a glasshouse

## FIRST AND SECOND CLASSES – CARING FOR MY LOCALITY

### Content Objective:

• **BEGIN TO RECOGNISE THAT PEOPLE, ANIMALS AND PLANTS DEPEND ON ONE ANOTHER**

### Some suggested activities:

- Use food chain cards (commercial or otherwise) to connect a selection of animals and plants and say how they depend on each other.
- Discuss and list the positive contributions plants and/or animals make to our lives e.g. wheat used to make bread, cows provide milk etc.

### Some suggested investigations:

- How long will a plant survive without water?

### Some suggested design and make:

- Pupils own food chain cards on local animal or plant

## FIRST AND SECOND CLASSES – CARING FOR MY LOCALITY

### Content Objective:

• **REALISE THAT THERE IS BOTH AN INDIVIDUAL AND A COMMUNITY RESPONSIBILITY FOR TAKING CARE OF THE ENVIRONMENT**

### Some suggested activities:

- Get the local environmental officer to come and talk to the class about their job
- Elicit from the children simple things we can do for the environment in school and at home
- People who help us: discuss the roles of the school cleaner, gardener, dust-bin collectors etc and identify ways in which the children could make their jobs easier
- If the school is involved in the Green Schools scheme, Tidy Towns etc discuss with the children the reasons for the school's involvement. Identify ways in which the class could get involved on a practical level.

### Some suggested design and make:

- A collage of the positive and negative aspects of our school/community or a diorama/collage of the child's favorite place
- Posters to raise awareness of an environmental issue

## FIRST AND SECOND CLASSES – CARING FOR MY LOCALITY

### Content Objective:

#### •IDENTIFY, DISCUSS AND IMPLEMENT SIMPLE STRATEGIES FOR IMPROVING AND CARING FOR THE ENVIRONMENT

*Caring for clothes, toys and other possessions*

*Caring for living things in the locality*

*Keeping home, classroom, school and play spaces clean, tidy and safe*

### Some suggested activities:

- Make the children aware of the appropriate destination for their own and classroom waste e.g. paper into recycling container, compostables into a compost bin etc.
- Conduct a survey on usage and disposal of drink cans, bottles etc. Research where the school's nearest recycling depots are located and begin a recycling project.
- Establish a paper recycling project. Discuss the ways in which paper can be recycled in the class/school and implement these strategies where possible. Have three boxes in the classroom for paper with three different labels – Recycle me/Reuse me/Shred me

### Some suggested investigations:

- Which class in the school produces the least waste?

### Some suggested design and make:

- Make your own paper
- A classroom composter

## FIRST AND SECOND CLASSES – CARING FOR MY LOCALITY

### Content Objective:

#### •IDENTIFY AND HELP TO IMPLEMENT SIMPLE STRATEGIES FOR PROTECTING, CONSERVING AND ENHANCING THE ENVIRONMENT

*Planting trees, flowers*

*Developing a school garden*

*Engaging in anti-litter campaigns*

### Some suggested activities:

- Involve the children in some simple projects to enhance the school environment eg. planting bulbs, sunflowers, trees etc
- Adopt a tree. Assign a familiar tree to a group of children or a class. These must monitor the tree taking note of its progress and recording (digitally or pictorially) the stages of change it undergoes through out the year.
- Care for a living thing in the classroom. This could include a plant, a goldfish, caterpillars, woodlice etc.
- Conduct an energy survey. Discuss ways in which electricity and water could be conserved at home or in school and implement some of these strategies.

### Some suggested design and make:

- Posters to encourage positive attitudes and behaviour towards the environment

## FIRST AND SECOND CLASSES – CARING FOR MY LOCALITY

### Content Objective:

- **BECOME AWARE OF WAYS IN WHICH THE ENVIRONMENT CAN BE POLLUTED OR HARMED**

*Litter, pollution, vandalism*

### Some suggested activities:

- Look for photographs or pictures in newspapers and/or magazines which show evidence of how the environment can be harmed. Discuss with the children how or why they think this might have happened and what could be done to improve it.
- Look for evidence of harm caused to the school environment (e.g. writing on desks, litter in yard etc.) or to the local environment (e.g. litter, vandalism etc.). Record the examples pictorially or photographically. Discuss with the children how or why they think this might have happened and what could be done to improve it.
- Write a letter to a litter-bug.

### Some suggested investigations:

- Which piece of rubbish takes the longest to breakdown?

### Some suggested design and make:

- Design a water bin to collect rubbish from the harbour