

### 3. For School Governors, Principals, Class Teachers and Parents

**BREESI (Bringing Renewable EnErgy to Schools Initiative).**

This Drumlin Wind Energy educational programme has been running since 2017. In its initial year it operated in the eight primary schools closest to Drumlin Co-op's six wind turbines and in subsequent years schools further away were included. While we are pleased to be able to develop our association with the 26 schools currently engaged, we are enthusiastic to expand the programme to other primary schools. We therefore welcome you, both returning schools and schools new to BREESI.

The principal aim of the Northern Ireland Curriculum is *to empower young people to develop their potential, and to make informed and responsible decisions throughout their lives.* Children in primary schools today will be living in the fast-changing world of the mid 21st century. The major change is to the world climate resulting from our production of greenhouse gases like carbon dioxide during the time since the industrial and agricultural revolutions beginning in the 18th century. The global consequences of the rising atmospheric temperature have led to an urgent need to replace coal, oil and gas as fuels for the provision of electrical energy, for heating and for transport. BREESI seeks to build awareness and help children to understand that there are answers to the problems that exist

**We warmly invite you to embrace our offer of support to deliver the BREESI programme in your school. Contact us for further information at [info@drumlin.coop](mailto:info@drumlin.coop)**

**The aims of the BREESI programme are for pupils:**

- *to gain an appreciation of the need to replace fossil fuels by renewable sources in the provision of electrical energy, and*
- *to explore science and technology elements of The World Around Us in the Northern Ireland Curriculum.*

**The following is an extract from the science and technology statutory requirements for *The World Around Us* at Key Stage 2:**

Teachers should enable pupils to develop knowledge, understanding and skills in movement and energy. Pupils should be able to explore:

- *the effect of people on the natural and built environment over time,*
- *the causes and effect of energy, forces and movement,*
- *positive and negative consequences of movement and its impact on people, places and interdependence,*
- *the effects of positive and negative changes globally and how we contribute to some of these changes.*

The Northern Ireland Curriculum also emphasises the development of cross-curricular skills, thinking skills and personal capabilities to enable pupils to continue learning through life and to contribute effectively to society. **Cross-Curricular Skills** include communication, using mathematics, and using information and communications technology. **Thinking Skills and Personal Capabilities** include managing information, thinking, problem-solving and decision-making, being creative, working with others, and self-management. These skills and capabilities should be realised through individual areas of learning rather than being taught in isolation.

Teachers should also be aware of opportunities to refer to historical and geographical aspects of renewable energy, such as wind and water mills, within *The World Around Us* area of the curriculum.