

SUSTAINABILITY IN THE CLASSROOM AND BEYOND – ENGAGE THE WHOLE SCHOOL!

Using the knowledge and ideas that you've gathered from the course, you will create an **action plan** in three chapters:

- **background**, where you provide some basic information about yourself and your school
- **preparation**, where you brainstorm about the role of sustainability in your class
- **action**, where you come up with a project and map out the steps needed to complete it

Don't forget to check the evaluation criteria by which your plan will be assessed.

CHAPTER 1: BACKGROUND

Introduce yourself. Simple as that!

My name:

Ivana M.

My country: Croatia

My role: teacher

My school: *Our school is a secondary school with 500 pupils. There are around 50 colleagues of mine at this school. Pupils are 15-18 years old. Study focus is chemistry and biology.*

CHAPTER 2: PREPARATION

Think about a class that you currently teach, or a single lesson if you prefer. How can you add more sustainability elements to it?



You don't need to fill in all the blanks! Only fill in what is relevant to your subject, needs and goals. The point of this exercise is just to help you brainstorm and set priorities. **You can simply write 'N/A' if some cells are not relevant to your objectives.**

My class/lesson:	<i>Our sustainable circle</i>	
Environment		
<i>Sustainable Development Goals: responsible consumption and production</i>		
Knowledge already in my class:	Knowledge of plants	
Knowledge I would like to add:	Indigenous species	
Local issues already in my class:	Conservation of biodiversity	
Local issues I would like to add:	Wide use of different herbs and their products	
Competences already in my class:	Plant care	
Competences I would like to add:	Practice in sustainable agriculture	
Society		
<i>Sustainable Development Goals: reduced inequalities; justice and strong institutions</i>		
Knowledge already in my class:	Importance of local products	
Knowledge I would like to add:	Changing consumption patterns	
Local issues already in my class:	Shared responsibility	
Local issues I would like to add:	More active involvement of educational institutions in environmental issues	



Competences already in my class:	Speaking skills
Competences I would like to add:	Public speaking skills
Economy <i>Sustainable Development Goals: industry, innovation, and infrastructure</i>	
Knowledge already in my class:	N/A
Knowledge I would like to add:	N/A
Local issues already in my class:	N/A
Local issues I would like to add:	N/A
Competences already in my class:	Basic economic literacy
Competences I would like to add:	Entrepreneurship

CHAPTER 3: READY, SET... ACTION PLAN!

Think about a class that you currently teach, or a single lesson if you prefer. How can you add more sustainability elements to it?

Now that you've identified some gaps and needs in your curriculum, try to think of a **whole-school sustainability project** that you can carry out to further them.

The project can be anything from a **pedagogical innovation** (e.g., using issue analysis in your lessons, building a school garden) to an **organisational change** (e.g., setting up an eco-committee, collaborating with colleagues on a series of lessons) to a **community effort** (e.g., painting a 'Cut X%' mural, contacting a local NGO for workshops). There are many paths to the same destination!

If you're not sure what project you want to carry out, you can write down a few possibilities on a sheet and give them a score between 1 and 5 based on 'importance' and 'availability'



of resources'. The project with the highest combined score should be a good candidate.

Then...

1. Write the **title and/or summary** of your project in the first row
2. Outline the **steps you need to follow** to carry out the project
3. Note down **who will be involved** in each step and **how long you think it will take**

You can add or remove rows if you wish.

Our sustainable circle

Pupils don't have much area in their school garden, but still they can plant some herbs that won't have only aesthetic purpose but medicinal or culinary use. These herbs can be mainly indigenous and pupils can sell final products to earn money they can re-invest in this project. The more money they earn, the closer they get to getting a greenhouse, irrigation system.... that, in return, will enable them getting more plants.

Teachers meet regularly to discuss the stages of this plan and its progress. Pupils and their chemistry teacher work in lab to find out the acidity of the soil in school garden. With their biology teacher pupils learn about indigenous plants. Teacher uses flipped classroom method and pupils vote about the best options among plants they will plant. With their maths teacher they calculate the amount of water they will need for watering the plants and the price of each final product to make this project a sustainable one and with a chance of earning enough to re-invest the money. Pupils plant herbs like, for example, rosemary because it's often used in our local cuisine and lavender that can be packed and sold afterwards. Pupils show creativity with their art teacher by making a logo and a cover for packaging of final products. Pupils take care of the plants and keep records of the whole process. Together with their language teacher they regularly write articles for school website about the progress of the project. Pupils share responsibility for the project. Pupils contact the local press upon organizing a sale of their products to show the wider community what can be done in and around schools. Pupils present their project and the results to other schools and kindergartens. With their maths teacher they again calculate the costs and income. Pupils re-invest the money they earned and make advancements based on their previous experience.

What?	Who?	How long?
1. Setting a team	<i>Me (coordinator), biology teachers, chemistry teacher, art teacher, language teacher,</i>	<i>e.g., 2 week max</i>



- the whole school staff is invited to join and contribute	maths teacher, information science teacher	
2. Basic time & cost calculations	Me & administration	2 weeks max
3.Meeting with school head -getting the approval	Me & school head & groundskeeper	1-2 days
4.Setting a team of pupils who want to join the project -interviewing interested candidates and choosing an optimal number of them (20)	Me and members of school staff	2 days
5.Discovering soil characteristics - lab work to get information about the acidity of the soil and the other relevant information necessary before choosing the best plant candidates	Me, chemistry teacher and pupils	1 week
6. Learning about indigenous plants - study of indigenous plants and democratic voting for the best option.	Me, biology teacher and pupils	2 weeks
7. Donations from a local community -pupils seek for donations and contact local firms and institutions which could contribute to the project	School project team (teachers and pupils)	2-3 weeks
8. Calculation -pupils calculate the amount of water they will need for watering the plants, packaging costs, tool costs etc. and the price of each	Me, maths teacher and pupils	1-2 days

<i>final product to make this project a sustainable one and with a chance of earning enough to re-invest the money</i>		
9. Planting <i>-pupils work physically to plant the selected herbs</i>	Me, biology teacher and pupils	1 day
10. Creativity work <i>-making a logo and a cover for packaging of final products</i>	Me, art teacher and pupils	1-2 weeks
11. Keeping track of the project <i>-pupils regularly write articles for school website about the progress of the project and share photos.</i>	Me, information science teacher, language teacher and pupils	Throughout the projects
12. Spreading the word <i>-pupils contact the local press upon organizing a sale of their products to show the wider community what can be done in and around schools</i>	The whole project team (teachers and pupils)	1 day
13. Collaboration with other educational institution <i>-pupils present their project and the results to other schools and kindergartens</i>	The whole project team (teachers and pupils) presents the project and pupils work on the presentation with their information science teacher	Presentation- 1 week, Collaboration-it depends on the interest

14. Final calculations -pupils calculate all the costs and income	Me, maths teacher and pupils	1 day
15. Future plans -the money is re-invested -based on their previous experience, the whole team decides on the future actions	The whole project staff	1-2 days

This worksheet is adapted from UNESCO's [Education for sustainable development toolkit](#). We hope you will find good use for this action plan in your school.

European School Education Platform and eTwinning are initiatives of the European Union and funded by Erasmus+, the EU's programme to support education, training, youth and sport in Europe. This document has been prepared for the European Commission by European Schoolnet under a contract with the Union, however it reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

