

# 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!

<b>My name:</b>	Mihaela Paduraru Comanoiu
<b>My country:</b>	Romania
<b>My role:</b>	Primary school teacher
<b>My school</b>	<i>Secondary School No. 2 Comarnic (400 students aged between 3 and 14, 28 teachers). The school is located in a hill-mountain area, in the Subcarpathians, with meadows, orchards and extensive forests, a natural environment of special beauty.</i>

## 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.**

<b>My class/lesson:</b>	<i>Delete this sentence and replace it with the title of your class or lesson</i>
<b>Environment</b>	
<i>Some related Sustainable Development Goals: affordable and clean energy; climate action; responsible consumption and production</i>	
<b>Knowledge already in my class:</b>	<b>Various knowledge about the natural materials in the environment (vegetation specific to some geographical areas)</b>
<b>Knowledge I would like to add:</b>	<b>What can I do with natural materials? The collection and creative use of natural materials, within a project called "Nature offers us the most beautiful toys"</b>
<b>Local issues already in my class:</b>	<b>Collecting the necessary materials (where do students find these materials?)</b>
<b>Local issues I would like to add:</b>	<b>Collection of new materials from nature (chestnuts, hazelnuts, seeds leaves, flowers, etc.)</b>
<b>Competences already in my class:</b>	<b>Knowledge of materials that are easy to find in the natural environment.</b>
<b>Competences I would like to add:</b>	<b>Familiarization with other materials that students can find in nature, specific to each season.  Developing students' creativity through the use of new natural materials in obtaining toys, artistic works from natural materials collected by them.</b>
<b>Society</b>	
<i>Some related Sustainable Development Goals: gender equality; reduced inequalities; peace, justice and strong institutions</i>	



<b>Knowledge already in my class:</b>	<b>Civilized behavior in nature</b> <b>Appreciation of the beauties of nature</b> <b>Protecting the natural environment</b>
<b>Knowledge I would like to add:</b>	<b>New ways to protect the environment to constantly benefit from natural materials for artistic creations.</b>
<b>Local issues already in my class:</b>	<b>The collection of materials specific to the area of residence of the students and not from several geographical areas. The students' creativity is insufficiently developed to create valuable artistic works in a team, socializing with colleagues.</b>
<b>Local issues I would like to add:</b>	<b>Collecting materials that are not in the students' residence area (from the plains, the sea... For example: shells, cereals)</b>  <b>Attracting the students' parents to help the children make their own collections of natural materials and to guide them to various other materials.</b>
<b>Competences already in my class:</b>	<b>Collaboration between students to collect natural materials, equal opportunities</b>
<b>Competences I would like to add:</b>	<b>Work in a team in collecting and creating artistic works using the collected materials</b>
<b>Economy</b>  <i><b>Some related Sustainable Development Goals: no poverty; affordable and clean energy; industry, innovation, and infrastructure</b></i>	
<b>Knowledge already in my class:</b>	<b>Knowing some materials that students can find in nature, in their area of origin/geographical area.</b>
<b>Knowledge I would like to add:</b>	<b>Involving students in not throwing away or destroying natural materials that they can use as a basis for creating artistic works.</b>

<b>Local issues already in my class:</b>	<b>Insufficient knowledge of the students about the potential natural materials that they can use daily</b>
<b>Local issues I would like to add:</b>	<b>Obtaining toys, works of art without spending or affecting the natural environment.</b>
<b>Competences already in my class:</b>	<b>Making artistic creations with natural materials available to students (school garden, own garden, city park, nearby forest) that can be used by other children as toys</b>
<b>Competences I would like to add:</b>	<b>Creating works of art, individually and/or in a team using new natural materials, from other geographical environments than those known to the students.</b>

### 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.

<b>"Nature offers us the most beautiful toys"</b>		
<b>Summary:</b>		
<i>The project can take place during one school year, adapted to each educational cycle and each season.</i>		
<i>Activities can be carried out with preschoolers, primary school students or middle school students, involving several teaching staff.</i>		
<i>After establishing the objectives and describing the project, the students will be organized into teams that will <u>first</u> collect natural materials specific to each season. The students' parents can also be involved here.</i>		
<i>In <u>step II</u>, individually or in teams, they will make toys, artistic works with the collected natural materials.</i>		
<i>In <u>step III</u>, there will be exhibitions of works, exchanges of toys between students or "raffles" with the participation of parents/community.</i>		
<i>At the end of the project, there will be dissemination activities, evaluation, general assessments/impact of the activity among the students and the changes produced in their mentality about what they can use from the natural environment, to create artistic works.</i>		
<b>What?</b>	<b>Who?</b>	<b>How long?</b>
<b>1. Drafting learning objectives</b>	<i>Me, kindergarten teachers, primary school teachers, biology and art teachers</i>	<i>1 week</i>
<b>2. Basic time &amp; cost calculations</b>	<i>Me, kindergarten teachers, primary school teachers, biology and art teacher, administration, the students' parents</i>	<i>1 week</i>
<b>3. Meeting with school head</b>	<i>Me &amp; school head for project approval</i>	<i>1-2 days</i>
<b>4. Starting the project:</b>	<i>The teachers involved, the student teams, the students'</i>	<i>2-3 weeks of each season or depending on the times</i>



<p><b>I-dividing the students into teams and collecting some natural materials from the school garden, parks, personal gardens, forests, etc, during which they will know and observe the environment, they will come into contact with new natural materials.</b></p>	<p>parents, friends (who can supplement the students' collections with new materials, brought from other geographical areas)</p>	<p>of the year when certain natural materials can be collected (for example: sunflower seeds in June, chestnuts in September...)</p>
<p><b>Step II:</b> <b>Making toys or artistic works from the collected materials (individually or in student teams)</b></p>	<p>The teachers involved, the student teams</p>	<p>3 weeks for each season (independent activities can be organized (within the project) or they can be adapted to the curriculum in science, biology, arts classes, through curricular integration.</p>
<p><b>Step III:</b> <b>At the end of each season, there will be: exhibitions of works, evaluations and prizes, exchanges of toys between students, raffles with the parents of the students and/or all the teaching staff of the school.</b></p>	<p><i>Me, kindergarten teachers, primary school teachers, biology and art teacher, the students' parents/community, administration, school head</i></p>	<p>1 week for each season</p>
<p><b>Dissemination of the results among the students, assessments, evaluations, group discussions about the results obtained and the impact of the activity.</b></p>	<p><i>Me, kindergarten teachers, primary school teachers, biology and art teacher, the students' parents/community, administration, school head</i></p>	<p>1-2 weeks at the end of the project</p>

<b>Padlet for students/parents/community to write their impressions, as well as a magazine with images from the activities carried out.</b>	<i>Me, kindergarten teachers, primary school teachers, biology and art teacher, the students' parents/community, administration, school head</i>	1-2 weeks at the end of the project
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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.

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