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

My name:	Bilge Varel
My country:	Turkey
My role:	Science Teacher
My school:	*My school Mustafa Kiriş Secondary School is located in Aydın, Turkey. Our students are between the ages of 11-14. There are 1300 students and 105 staff in our school.*

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:	*Class 6 / Science Lesson*
Environment ***Some related Sustainable Development Goals: affordable and clean energy; climate action; responsible consumption and production; clean water and sanitation***	
Knowledge already in my class:	My students are knowledgeable about the prevention of environmental pollution, recycling, renewable energy sources and the importance of water.
Knowledge I would like to add:	I would like to focus specifically on the issue of water on our planet. I will make my students know more about reducing water consumption.
Local issues already in my class:	The wastes of geothermal power plants in the region we live in pollute the air, soil and water resources. This is a local problem for the region we live in.
Local issues I would like to add:	I especially want my students to increase their awareness about the pollution of our water resources. I also want them to learn what we can do to conserve our water.
Competences already in my class:	My students exhibit sensitive behaviors in protecting the environment. They keep the environment clean. They throw waste into recycling bins.
Competences I would like to add:	I will ensure that my students take initiatives to use water sparingly at school and at home. I want to take their competence to the next level by making them more conscious about using water.
Society ***Some related Sustainable Development Goals: gender equality; reduced inequalities; peace, justice and strong institutions***	

Knowledge already in my class:	My students have basic prior knowledge about human and children's rights.
Knowledge I would like to add:	I want my students to learn that access to clean water is a human right in line with sustainable development goals.
Local issues already in my class:	N/A
Local issues I would like to add:	N/A
Competences already in my class:	My students are aware of the importance of water for living things.
Competences I would like to add:	I will make my students realize that providing people with access to clean water is a right and they need to fight for it.
Economy ***Some related Sustainable Development Goals: no poverty; affordable and clean energy; industry, innovation, and infrastructure***	
Knowledge already in my class:	My students know that the economic situation of countries affects social life.
Knowledge I would like to add:	I want my students to learn how people's access to clean water relates to the economy.
Local issues already in my class:	It is a local problem for us that local governments do not allocate enough budget for the solution of environmental problems.
Local issues I would like to add:	N/A
Competences already in my class:	N/A
Competences I would like to add:	I will make my students realize that they can achieve success in solving some environmental problems with their own initiatives. They will learn that there are different ways to overcome economic difficulties.

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.

"Reducing water consumption with rainwater harvesting" *We will install a rainwater harvesting system in our school garden with our project. The aim of our project is to harvest rain water to reduce water consumption and to irrigate the trees in the school garden with this water. In addition, reducing the water consumption of the school by transferring this water to external use. The project is planned to start in September 2023.*		
What?	**Who?**	**How long?**
1- Establishing a project team from volunteer teachers by organizing a teachers' board meeting under the chairmanship of the school principal. (Project team members: School principal, vice principal and 5 teachers.)	*The school principal and all the teachers in the school.*	*1 day*

2- Creation of the project plan by the project team. This plan will include the description of the project, learning objectives, project activities, cost and expected results.	*Project team teachers and school principal*	*1 week*
3- The project team will hold a meeting to inform other teachers in the school about the plan. In this way, teachers will be able to inform their students about the project. Because all project work will be carried out with the active participation of students.	*Project team and all the teachers in the school.*	*1 day*
4- Students will be informed about the rainwater harvesting project in the science and social sciences classes. In addition, presentations will be made to the students on the importance of water and reducing water consumption.	Science, social science teachers and students.	1 week
5- The costs of rainwater harvesting systems will be investigated by the project team. For this, bids will be received from companies.	Project team.	2-3 days
6- Expert field officers about rainwater harvesting will make an informative presentation at the school for the project team and students.	Project team and students	1-2 days
7- Students will do research on the annual precipitation average of the region we live in in the science class. Thus, they will	Science teachers and students	1-3 days

have a better idea of how rainwater harvesting will take place.		
8- In the mathematics lesson, students will calculate how much water we can collect by rainwater harvesting, taking into account the annual precipitation rates in our region.	Maths teachers and students	1-3 days
9- After determining the cost for the rainwater harvesting system, a charity sale will be organized with the participation of the parents of the students in order to support the school economically. The income from this charity sale will be spent on the establishment of the rainwater harvesting system. Classroom guidance teachers at each grade level will assist the project team in planning for the charity sale. Parents of students will make eateries such as cakes, bagels and pastries for the sale of the charity sale.	Project team, teachers, parents, students	1 week
10- For the installation of rainwater harvesting systems, company experts will make a discovery at the school. They will complete the setup of the system. (By the end of October, the installation of the rainwater harvesting system will be completed.)	Business professionals and officials	3 weeks
11- After the regional rains begin, rainwater harvesting will	All staff and students	From November until the end of the school year

begin. Students will water the trees in the school garden with the water collected in this system every week. In addition, school services employees will be able to use this water for external works in the school yard.		
12- The project team will control the work of rainwater harvesting with regular monthly meetings. At the end of the school year, the amount of water saved will be documented in writing with the students.	Project team and students	Every month from November (until the end of the school year)

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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