

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

CHAPTER 1: BACKGROUND

My name:	Derya Akkurt
My country:	Turkey
My role:	Science Teacher
My school:	<p>Reşat Turhan Ortaokulu is a public secondary school from the fifth level to the eighth level. There are 22 classes in our school. Our students are between the ages of 11-14. Our school has about 40 teachers and 757 students. The following subjects in the school are obligatory: Turkish, English, Maths, Science, History, Geography, Religious Education, PE, Art, Music. Students can choose: Science literacy, Mathematics literacy, Media literacy, Creative writing, Religious culture etc.</p> <p>We also have national and international projects:</p> <ul style="list-style-type: none">- TÜBİTAK 4006 National Science Fairs (Every year since 2015)- Erasmus+ Projects (2014-2016 From Papyrus to Stonepaper and Beyond, 2016-2018 Back to Our Future)- Eco-Schools (Since 2018 / We have twice Green Flag Label)- eTwinning Projects (Eco Friend, Media Father, In the footsteps of Yunus Emre in the 21st century, Web 2.0 Tools in Education)



CHAPTER 2: PREPARATION

My project:	<i>Growing plants in the school greenhouse</i>
Environment	
<i>Some related Sustainable Development Goals: affordable and clean energy; climate action; responsible consumption and production</i>	
Knowledge already in my class:	Some vegetables are grown in the greenhouse.
Knowledge I would like to add:	Which vegetables, when to plant and how to grow?
Local issues already in my class:	All vegetables on sale all year. A lot of pesticides and artificial fertilizers are used in vegetable production.
Local issues I would like to add:	Each vegetable has a different time when it grows naturally. Growing healthy vegetables with ecological farming.
Competences already in my class:	Some students still go to their villages and know how to grow vegetables.
Competences I would like to add:	All students touch the soil and experience how to grow organic vegetables.
Society	
<i>Some related Sustainable Development Goals: gender equality; reduced inequalities; peace, justice and strong institutions</i>	
Knowledge already in my class:	Healthy foods are important to all of us.
Knowledge I would like to add:	What can we all do to produce healthy food?
Local issues already in my class:	There are few studies conducted in schools on healthy nutrition and conscious agriculture.

Local issues I would like to add:	To carry out joint studies with broad participation on healthy nutrition and conscious agriculture.
Competences already in my class:	In our Eco-Schools project, we carry out activities on conscious agriculture with our school stakeholders.
Competences I would like to add:	Healthy nutrition and green agriculture are the common problems of all societies. To raise this awareness and to take action with all school stakeholders on this issue.
Economy	
<i>Some related Sustainable Development Goals: no poverty; affordable and clean energy; industry, innovation, and infrastructure</i>	
Knowledge already in my class:	Growing our own vegetables is beneficial for our family budget. Methods of efficient vegetable production in the greenhouse.
Knowledge I would like to add:	Growing our own vegetables is important not only for our family budget but also for our health. Development of green production methods such as drip irrigation.
Local issues already in my class:	There are not many places around us that do organic farming.
Local issues I would like to add:	To raise awareness of our environment about organic and green agriculture.
Competences already in my class:	There is a greenhouse in our school garden. Our students regularly grow something in the greenhouse.
Competences I would like to add:	Our new students who start school every year also participate in greenhouse studies and share this experience.

CHAPTER 3: ACTION PLAN

Growing plants in the school greenhouse		
What?	Who?	How long?
1. Meeting with school Eco-Committee	<i>Eco-Committee members</i>	<i>1 day</i>
2. Reviewing the school greenhouse and drafting the activities	<i>Eco-Committee and Eco-Team members</i>	<i>1 week</i>
3. Seedling of vegetables to be grown in the greenhouse	<i>Eco-Committee and Eco-Team members</i>	<i>2 weeks</i>
5. Planning a joint activity that brings together school stakeholders and NGOs on organic vegetables and Green Agriculture	<i>School stakeholders and relevant NGOs</i>	<i>2 days</i>
6. Planning and implementing: All students take part in the greenhouse in all classes	<i>Eco-Committee and all students</i>	<i>2/3 months</i>
7. Making peer reviews about the work done by the students in the greenhouse	<i>Eco-Committee, Eco-Team members and all students</i>	<i>2 weeks</i>

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.

