

# 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>	Daniela Maria Geraci
<b>My country:</b>	Italy
<b>My role:</b>	Science teacher
<b>My school:</b>	<i>ISISS Giovanni Falcone. The main building is located in Barrafranca (EN) a town in a rural area in the center of Sicily; moreover others buildings are placed in Aidone and Valguarnera two near towns in the surroundings. ISISS Giovanni Falcone is a secondary school that includes lyceum and vocational studies. The lyceum is for classical, scientific and pedagogic studies. The vocational studies are addressed to agricultural and commercial competences. We have at all 41 classes, about 500 students and 105 teachers. This year we just started classes in the evening addressed to working people that want to complete the secondary level of education.</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>	<b><i>Rubbish management</i></b>	
<b>Students age 14</b>		
<b>Environment</b> <b>11 sustainable cities and communities</b> <b>12 responsible consumption and production</b> <b>13 life on land</b> <b>14 peace, justice and strong institutions</b>		
<b>Knowledge already in my class:</b>	<b>Different forms of pollutions</b>	
<b>Knowledge I would like to add:</b>	<b>Learn that our rubbish are our responsibilities</b> <b>Learn the most effective and sustainable ways to manage rubbish</b> <b>Learn how to reduce the amount of rubbish we produce</b> <b>Learn about the illegal rubbish management and how to face this problem</b> <b>Understand how the environmental pollution could affect people lives in terms of health concerns and environmental inequities</b>	
<b>Local issues already in my class:</b>	<b>My students are sensitive at environmental issues and we are always discussing about the rude dropout of rubbish in the school park or others public parks in the town.</b>	

<p><b>Local issues I would like to add:</b></p>	<p><b>Become aware of the illegal dropout of rubbish especially in some area of the town.</b></p> <p><b>Take photos to know and understand what is happening around us.</b></p> <p><b>Meet local authorities to share concern and discuss possible solutions.</b></p> <p><b>Meet local expert on this issue.</b></p> <p><b>The students will be involved in all the activities of the local community around the school. They will feel the belonging to the community and the responsibility of their actions.</b></p>
<p><b>Competences already in my class:</b></p>	<p><b>Good communication and problem solving skills</b></p>
<p><b>Competences I would like to add:</b></p>	<p><b>Development of the communication skills.</b></p> <p><b>The students will practice how to effectively communicate in a formal and informal way adapting their behaviour to the context where they are working ( in authorities' official conference or dissemination activities with younger pupils)</b></p> <p><b>Awareness and responsibility.</b></p> <p><b>Citizens' skills.</b></p> <p><b>Develop creative thinking, problem solving and issue analysis skills.</b></p>
<p><b>Society</b></p> <p><b>11 sustainable cities and communities</b></p> <p><b>12 responsible consumption and production</b></p> <p><b>13 life on land</b></p> <p><b>14 peace, justice and strong institutions</b></p>	
<p><b>Knowledge already in my class:</b></p>	<p><b>Only a little. We have already read something as news or articles about this issue.</b></p>



<p><b>Knowledge I would like to add:</b></p>	<p><b>Know how rubbish are managed currently in the local and national context and how they should be managed according to the related laws.</b></p> <p><b>Learn that justice means also environmental justice and there are still a so much disparities in this issue around the world.</b></p>
<p><b>Local issues already in my class:</b></p>	<p><b>We already discussed about the poor attention of our society on environmental issues.</b></p>
<p><b>Local issues I would like to add:</b></p>	<p><b>Meet local authorities and expert on this issue.</b></p> <p><b>The students will be involved in all the activities of the local community around the school. They will feel the belonging to the community and the responsibility of their actions.</b></p> <p><b>Visit a recycle factory and meet the manager and the stuff. They will explain how the factory was started and how it works.</b></p>
<p><b>Competences already in my class:</b></p>	<p><b>Good communication and problem solving skills</b></p>
<p><b>Competences I would like to add:</b></p>	<p><b>Development of the communication skills.</b></p> <p><b>The students will practice how to effectively communicate in a formal and informal way adapting their behaviour to the context where they are working.</b></p> <p><b>Awareness and responsibility.</b></p> <p><b>Citizens' skills.</b></p> <p><b>Develop creative thinking, problem solving and issue analysis skills.</b></p>



<b>Economy</b> <i>11 sustainable cities and communities</i> <i>12 responsible consumption and production</i> <i>14 peace, justice and strong institutions</i>	
<b>Knowledge already in my class:</b>	<b>/- my students don't study economy at all</b>
<b>Knowledge I would like to add:</b>	<b>Understand the meaning of economic sustainability</b>
<b>Local issues already in my class:</b>	<b>/</b>
<b>Local issues I would like to add:</b>	<b>Visit a recycle factory and meet the manager and the staff. They will explain how the factory was started and how it works- from an economic point of view as well.</b>
<b>Competences already in my class:</b>	<b>Good communication and problem solving skills</b>
<b>Competences I would like to add:</b>	<b>Development of the communication skills.</b> <b>The students will practice how to effectively communicate in a formal and informal way adapting their behaviour to the context where they are working.</b> <b>Awareness and responsibility.</b> <b>Citizens' skills.</b> <b>Develop creative thinking, problem solving and issue analysis skills.</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>Rubbish management</b>		
<b>What?</b>	<b>Who?</b>	<b>How long?</b>
<b>1-definition of sustainability</b> <i>With a text and by jigsaw puzzle methodology</i>	<i>Me and my students</i>	<i>20 minutes</i>
<b>2-local issue</b> <i>Students are invited to take some photos of rubbish or dirty area of the town and then they will share and discuss them into the classroom</i>	<i>students</i>	<i>2 days out of the school</i>
<b>3- moral dilemma</b>	<i>Me and my students</i>	<i>30 minutes</i>



<p><b><i>The question is: "Who should be charged with the responsibility of rubbish management?"</i></b></p> <p><b><i>"How much are the citizens responsible of this problem? Are local authorities the main to blame?"</i></b></p>		
<p><b><i>4- issue analysis</i></b></p> <p><b><i>Reading news about how rubbish are managed currently in the local and national context and how they should be managed according to the related laws.</i></b></p>	<p><i>Me and my students</i></p>	<p><i>20 minutes</i></p>
<p><b><i>5-problem solving</i></b></p> <p><b><i>Meeting the local authorities and associations and discussing solutions and costs</i></b></p> <p><b><i>Thinking and discussing about the concept of justice and environmental justice</i></b></p>	<p>Me, students, others colleagues and classes, local authorities and association</p>	<p>1-2 days</p>
<p><b><i>6-micro economies and future vision</i></b></p> <p><b><i>Visit a recycle factory and meet the manager and the stuff. They will explain how the factory was started and how it works.</i></b></p> <p><b><i>Encourage creative thinking and Develop future visions</i></b></p>	<p>Me, my students, the manager and the stuff of the factory</p>	<p>1 day</p>
<p><b><i>7- sharing</i></b></p> <p><b><i>Photos Exhibition</i></b></p> <p><b><i>Students will take photos during all the learning stages and they will present them to the whole school or to the younger students</i></b></p>	<p>Me, students, others colleagues and classes, parents and local citizens</p>	<p>1 afternoon</p>



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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