

# 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>	Iva Bokulić
<b>My country:</b>	Republic of Croatia
<b>My role:</b>	Preschool Teacher
<b>My school:</b>	<p>Dječji vrtić Jarun is a preschool from Zagreb, Croatia. It's a second largest preschool in the City of Zagreb and is attended by 874 children of the age from 1 to 6. Total number of employees amounts to 138, including non-teaching staff.</p> <p>Our role in preschool education is to provide:</p> <ul style="list-style-type: none"><li>·Individual support to children in children's development and social interaction with peers</li><li>·Support and education of preschool teachers who work with children on a daily basis</li><li>·Support to parents - our expertise and partnership with parents enable the children to develop successfully within their abilities and potential</li><li>·Cooperation with other specialized institutions with children's wellbeing in mind</li></ul>



·Encouraging sensibility to diversity in children, employees, parents and community, changing attitudes with the aim of promoting children’s rights education.

## 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>Preschool subjects</i>
<b>Environment</b>	
<b><i>Responsible consumption and production</i></b>	
<b>Knowledge already in my class:</b>	pollution, recycling, healthy diet
<b>Knowledge I would like to add:</b>	effective ways to save electric energy, lower water consumption, lower food waste; knowledge about plants and gardening (sustainable living)
<b>Local issues already in my class:</b>	healthy eating, food wasting
<b>Local issues I would like to add:</b>	upcycling (reusing plastic items for play, utensils...), use of natural materials
<b>Competences already in my class:</b>	<p><b>Initiative and entrepreneurship</b> (creativity, innovation, self-organization of own activities)</p> <p><b>Basic competencies in natural science</b> (asking questions, researching, discovering and concluding about laws in the natural world and the application of natural sciences knowledge in everyday life. Also, an understanding of human-caused changes activity)</p>



	and individual responsibility for them, as well as preservation nature and its resources).
<b>Competences I would like to add:</b>	<p><b>Initiative and entrepreneurship</b> (child's willingness to take risks and self-initiation. Ability to question and try out his ideas and imaginations, then self-evaluates).</p> <p><b>Social and civic competence</b> (responsible behaviour, positive and tolerant attitude towards others, mutual assistance and acceptance of diversity; self-esteem and respect for others and training for effective participation in the development of democratic relations in kindergarten, community and society based on the principles of justice and peace-making)</p>
<p><b>Society</b></p> <p><b>Gender equality</b></p>	
<b>Knowledge already in my class:</b>	<b>N/A</b>
<b>Knowledge I would like to add:</b>	<p>Everyone deserves respect- all pupils, staff, parents and visitors.</p> <p>People deserve to be heard. Everyone gets a turn to speak.</p> <p>Everyone can participate in any activity that's available - there are no boys or girls only activities.</p>
<b>Local issues already in my class:</b>	<b>N/A</b>
<b>Local issues I would like to add:</b>	<p>Impact of gender stereotyping on health and wellbeing</p> <p>Impact of gender stereotyping on learner pathways and career choices</p>
<b>Competences already in my class:</b>	<b>N/A</b>

<b>Competences I would like to add:</b>	<b>Social and civic competence</b> (positive and tolerant relationship towards others, mutual assistance and acceptance of diversity; self-esteem and respect for others and training for effective participation in the development of democratic relations in kindergarten, community and society based on the principles of justice and peacemaking.
<b>Economy</b> <i>Some related Sustainable Development Goals: no poverty; affordable and clean energy; industry, innovation, and infrastructure</i>	
<b>Knowledge already in my class:</b>	<b>N/A</b>
<b>Knowledge I would like to add:</b>	<b>N/A</b>
<b>Local issues already in my class:</b>	<b>N/A</b>
<b>Local issues I would like to add:</b>	<b>N/A</b>
<b>Competences already in my class:</b>	<b>N/A</b>
<b>Competences I would like to add:</b>	<b>N/A</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.

<i>ESTABLISHING A CHILDREN'S ECO PATROL (for rational electricity, paper and water consumption)</i>		
<b>What?</b>	<b>Who?</b>	<b>How long?</b>
<b>1. Gathering interested teachers (forming an eco-committee)</b>	Me	2 weeks max (start in October)
<b>2. Delegation of responsibilities for teachers</b>	Me & eco-committee	2 days max (October)
<b>3. Making lesson plans and plan of action</b>	Me & eco-committee	2 weeks (October)
<b>4. Meeting with preschool head and pedagogue – presenting a plan of action (discussion)</b>	Me & preschool head & pedagogue	1 day (November)



<b>5. Forming a Children's Eco Patrol</b>	<i>Eco-committee</i> and Children's Eco Patrol	1 week max (November)
<b>6. Introducing recycling bins into the classrooms (making them from recycled materials – plastic, paper)</b>	<i>Eco-committee</i> and Children's Eco Patrol	2 weeks (November)
<b>7. Making check - lists of rational electricity, water and paper consumption for children to for children to control (unnecessary lights on in a classroom; water tap open, water leaking; paper waste in trash bins...)</b>	<i>Eco-committee</i> and Children's Eco Patrol	1 week max (November)
<b>8. Presenting a plan of action to parents, organising a meeting (aims, benefits for children and adults)</b>	<i>Eco-committee</i> & parents	3 days of preparation; 1 day presenting (November)
<b>9. Forming a Children's Eco Patrol's notice board</b>	<i>Eco-committee</i> and Children's Eco Patrol	1 week max (November)
<b>10. Announcement of a kindergarten competition for the Eco Patrol's logo on a notice board</b>	<i>Eco-committee</i> and Children's Eco Patrol for all of the children	1 day; competition will last 2 weeks (November)
<b>11. Eco patrolling (rational consumption checks; waste separation); conducting global footprint surveys for classrooms, kindergarten, and family homes; Educating children and adults about rational consumption</b>	Children's Eco Patrol	Throughout the year (November – June)
<b>12. Planning a visit to the recycling yard (for children to actively learn about rational consumption and recycling)</b>	Me & Preschool head & <i>pedagogue</i> (to suggest us a professional for a lesson)	3 days (December)

<b>13. Reaching out to the local library for educational materials (picture books, encyclopaedias on sustainable development). Taking a visit to the library on foot.</b>	<i>Eco-committee</i> and Children's Eco Patrol	1 day (December)
<b>14. Organising an Eco-quiz for all of the children and adults</b>	<i>Eco-committee</i> & Children's Eco Patrol and the rest of interested children and teachers	1 week of organising; 1 day event (January)
<b>15. Reaching out to a local primary school for a possible cooperation (workshop for upcycling unused plastic)</b>	Me & primary school principal & kindergarten <i>pedagogue</i> & primary school <i>pedagogue</i>	1 week max (February)
<b>16. Organizing a workshop for making toys and musical instruments from recycled materials</b>	<i>Eco-committee</i> & Children's Eco Patrol & interested children and adults from kindergarten and primary school	1 day (February)
<b>17. Action of planting spring flowers and vegetable garden in the kindergarten yard</b>	<i>Eco-committee</i> & Children's Eco Patrol & interested teachers & parents	2 Fridays (March)
<b>18. Taking care of the plants (watering, hoeing, weeding); monitoring the growth and development of plants</b>	<i>Eco-committee</i> & Children's Eco Patrol	Throughout the year
<b>19. Organising Eco Olympics for teachers, parents and children</b>	<i>Eco-committee</i> & Children's Eco Patrol for the interested parents and children	2 weeks for organisation; 1 day for an event (April)
<b>20. Visiting a recycling yard; having a lesson in the field of recycling and rational consumption</b>	<i>Eco-committee</i> & Children's Eco Patrol	1 day (May)
<b>21. Making a contact with an organisation called ZMAG (Green network of activist groups) through a TalesOf2Future web</b>	Me	1 week max (May)

<b>page – for a potential teacher education about sustainable living and permaculture development.</b>		
<b>22. Publishing progress on the preschool's website</b>	<i>Me &amp; pedagogue</i>	Periodically throughout the year; 1 day
<b>23. Publishing progress and a newsletter in the Eco Patrol's notice board for parents</b>	<i>Eco-committee &amp; Children's Eco Patrol</i>	Periodically; 1 day
<b>24. Evaluation of the project; Making plans for the next year</b>	<i>Eco-committee &amp; pedagogue</i>	1 week (June)
<b>25. Dissemination for the local community</b>	<i>Me &amp; Eco-committee &amp; pedagogue for the interested people in the local community</i>	1 or 2 days depending of the interest (September)

---

*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.*

