

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!

My name:	Romina Marchesani
My country:	Italy
My role:	Teacher of English – Ambassador Erasmus+ and eTwinning, Erasmus+ and eTwinning project writer
My school:	I have been working for about 10 years at the IIS Acciaiuoli Einaudi in Ortona. My institute is made up of three schools located in three different places in the town. The largest is a Nautical Technical Institute which prepares students for marine life as captains or machinists. The second is a Commercial Technical Institute with two courses, Finance and Marketing and Tourism. The third school is a professional institute with three main courses: Electronics, Optics and Fashion designers. The institute is attended by about 900 students with more or less 200 teachers and is located in Ortona, a charming city on the Adriatic coast.

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>The world around us!!!</i>
<p>Environment</p> <p><i>Some related Sustainable Development Goals: affordable and clean energy; climate action; responsible consumption and production</i></p>	
Knowledge already in my class: <i>Polluted beaches</i>	<i>Polluted beaches pose a serious health risk for people who come in contact with dirty water or sand</i>
Knowledge I would like to add: <i>Beach pollution</i>	<i>Beach pollution is any harmful substance that contaminates our coasts, ranging from plastic, trash, and litter to sewage, pesticides, and oil. Excess amounts of natural substances, such as nitrogen and phosphorus from fertilizers and animal waste, are also pollutants.</i>
Local issues already in my class: Local beaches	The beaches of our coast are polluted.
Local issues I would like to add:	The beaches of our coast are polluted and we must develop awareness of the danger of waste for humans and marine flora and fauna.
<p>Society</p> <p><i>Some related Sustainable Development Goals: gender equality</i></p>	
Knowledge already in my class: <i>Human Rights</i>	Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life.
Knowledge I would like to add: <i>Gender Equality</i>	Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.
Local issues already in my class: <i>What are the main issues of gender equality?</i>	<p>Gender Inequality Examples:</p> <p>Gender inequality in girls education. Even before the pandemic, girls were more likely than boys to never set foot in a classroom. ...</p> <p>Child marriage. ...</p> <p>Gender-based violence. ...</p> <p>Child labor.</p>
Local issues I would like to add: <i>Gender Equality at school</i>	Provide a safe and inclusive learning environment at school through different activities
Competences I would like to add: <i>Gender competence</i>	<i>The ability of students to recognise gender perspectives in their work and policy fields and concentrate on them towards the goal of gender equality</i>

Economy	
<i>Some related Sustainable Development Goals: no poverty; affordable and clean energy; industry, innovation, and infrastructure</i>	
Knowledge already in my class: <i>Poverty persists in every country</i>	<i>689 million people live in extreme poverty. Children and youth account for two-thirds of the world's poor, and women represent a majority in most regions. Extreme poverty is increasingly concentrated in sub-Saharan Africa.</i>
Knowledge I would like to add: <i>Reasons of poverty</i>	<i>Hunger, lack of sanitation and access to clean water and lack of resources for proper health care are the main reasons.</i>
Local issues already in my class: <i>Poverty in the classroom</i>	<i>Poverty directly affects school achievement due to the lack of resources available for student success. Low achievement is closely correlated with lack of resources, and numerous studies have documented the correlation between low socioeconomic status and low achievement.</i>
Local issues I would like to add: <i>Students affected by poverty at school</i>	<i>Poverty has negative impacts on children's health, social, emotional and cognitive development, behaviour and educational outcomes. Children born into poverty are more likely to experience a wide range of health problems, including poor nutrition, chronic disease and mental health problems.</i>
Competences already in my class: <i>NO POVERTY</i>	<i>The rise in poverty is not only unfair and a threat to the integrity of millions of people, but it also heightens inequality which, in turn, weakens social cohesion and severely hampers economic growth.</i>
Competences I would like to add: <i>Poverty and sustainable development</i>	<i>Ensure social protection for the poor and vulnerable, increase access to basic services and support people harmed by climate-related extreme events and other economic, social and environmental shocks and disasters</i>

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.

THE OCEAN'S RESCUERS		
What?	Who?	How long?
<p>SEEING IS BELIEVING</p> <p><i>Developing awareness of the need for ocean's pollution through storytelling. Telling stories and letting stories be told, even through images, is inherent in the path that humanity has taken. Over time, the way of constructing and transmitting them has changed, but not the meaning of its realization.</i></p> <p><i>This is how storytelling activities - in its various nuances such as storytelling, storytelling accompanied by images (visual storytelling) or thimble story (digital storytelling) - represent today a tool available to teachers to structure a teaching / learning environment more engaging. In particular, working on Education for Sustainable Development we can use this technique to combine, with the necessary information component, emotional experiences suited to better arouse motivation for change in students.</i></p> <p><i>An eTwinning project will be created among different countries to work on this topic. Students can work together online with different activities, sharing interests, opinions and points of view and using several tools. The forum and chatroom will be very important.</i></p>	<p><i>English teacher, Italian Teacher, Science Teacher, Art teacher</i></p>	<p><i>Three hours</i></p>
<p>LET'S NARRATE</p> <p><i>Students are invited to tell an experience about the ocean's pollution and beach pollution through the collection of images and through the creation of albums or message boards of images accompanied by short captions;</i></p> <p><i>They can use the images in slideshow mode with links, accompanying them with</i></p>	<p><i>English teacher, Italian Teacher, Science Teacher, Art teacher</i></p>	<p><i>One week</i></p>



<p><i>texts or with the recorded voice of a narrator;</i></p> <p><i>Finally they propose an interactive path and link images to resources on the Web.</i></p>		
<p>SHARING OUR VISUAL STORYTELLING</p> <p>The students engaged in the work have built a material that can be defined as visual storytelling, building a static product (photographs with frames in recycled material, accompanied by haiku poems created by them), subsequently exhibited as a thematic exhibition in an area open to the public of their school.</p> <p>Classroom comparisons among students and students and among teachers and students on these storytelling products are very useful. The discussion in the classroom reveals the presence of both a feeling that has a moral character, based on real injustices, whether of erroneous or rhetorical interpretations, outside a context of meaning and must therefore be envisaged as the fulfillment of the activity.</p> <p>The voluntary association Plasticfree will meet the students in the conference hall to inform and sensitize students with the aim of raising awareness that there is no Planet B. The interventions in schools convey to the student all the necessary notions to make the right choices in respect of the environment. The meeting with this NGO will raise awareness among students to prevent further environmental disasters and transform educational institutions into Plastic Free places. During the interventions, customized by age group, will be explained the importance of loving the planet without polluting, recycling and alternative choices to plastic. If the conditions are right, thanks to the support of companies and liberal donations, there will be the possibility to purchasing and donating water purifiers so as to allow each student to fill their water bottle for free, avoiding the purchase of plastic bottles.</p>	<p><i>School community, Plasticfree Volunteering Association</i></p>	<p><i>Three hours</i></p>
<p>LET'S CLEAN UP THE BEACH</p> <p>At the end of the path the students will be involved in action through the cleaning up of a town beach. The municipality, Ecolan, the waste collection company and the national Plasticfree volunteering association will also be involved.</p>	<p>School community, citizens, Plasticfree association, Municipality, Ecolan (waste collection company)</p>	<p>Four hours</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.

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.

