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!

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| **My name:**  |  Ioannis Tsompanopoulos |
| **My country:** | Greece |
| **My role:** | Teacher of Maths |
| **My school:** | 2nd High School of Neapoli Thessaloniki |

## 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.**

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| --- | --- |
| My class/lesson: | Whole school action.Could we recycle more materials at school? |
| Environment-Society-EconomySome related Sustainable Development Goals: climate action, responsible consumption and production, reduced inequalities, peace, justice and strong institutions, innovation and infrastructure |
| Knowledge already in my class: | Students are already participating in actions related to recycling. They already know that with over-consumerism, social inequalities are strengthened, resources are reduced and also that the environment is polluted. Τhey also know that the depletion of natural resources leads to war conflicts and that if we do not take action, we may be led to a world war with the use of nuclear weapons, with devastating consequences for humanity. |
| Knowledge I would like to add: | Students to participate in a new actionwhich is related to the recycling of other materials, i.e., those that are thrown into the trash cans. They should also learn to do this cooperatively. |
| Competences already in my class: | Students are already participating in actions related to recycling but they do it individually. |
| Competences I would like to add: | Students must learn to work together to achieve common goals. For example, if a classmate throws paper in the wastebasket, then another classmate should tell him that it would be better to put it in the recycling bin. Students should also learn to separate all materials that can be recycled and place them in the special recycling bins, which will be additionally placed in the school yard. Materials that end up in common trash cans will be recycled and students will be amazed at how much more materials they can recycle. |

## 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.

|  |
| --- |
| Placement of recycling bins in the school courtyard and recycling of materials that usually end up in common trash cans |
| What? | **Who?** | **How long?** |
| 1. Drafting learning objectivesDiscuss the action with fellow teachers, their ideas and any additional suggestions for action. Informing the teachers' association and the parents of the school's students about taking actions. Discussion between the parents and the students regarding the placement of special recycling bins in the school yard and the activation of the students for their participation in the program.  | Me & at least 2 teachers of my school as action managers. Involvement of the teachers' association to inform the students and also the parents of the students via e-mail. | 1 week max |
| 2. Basic time & cost calculationsCommunication with the municipality for the installation of special recycling bins. Informing students about the materials to be recycled, such as paper, plastic, fruit peels and fruit parts. Informing the cleaning staff of the school that the bins inside the school will be emptied in the special bins that will be placed by the municipality on the main street at the exit of the school.Placement of the special bins.Bins for paper for plastic and a bin for composting peels and fruit parts. | School principal & teachers' association | *2 weeks max* |
| 3. Start of implementation of the action and supervision.The compost bin will produce material that will be used in the school garden making its soil richer in nutrients. | Action managers and cooperatively with all the parties involved.  | All school year. |
| 4. Encouraging the studentsfor their active participation as well as informing them monthly about the progress of the action.Strengthening of team spirit and the fact that each student participates in an action that promotes culture, economy and cooperation. Stimulating students' critical thinking and empathy. | Action managers and cooperatively with all the parties involved.  | All school year. |
| 5. Diffusion of actionPresentation of the action first in the school auditorium and then on the school website with photos and videos. Promotion of the action in neighboring schools of the municipality and in schools of other municipalities, through social media. | Action managers. | At two last weeks of school year. |

This worksheet is adapted from UNESCO’s [Education for sustainable development toolkit](https://unesdoc.unesco.org/ark%3A/48223/pf0000152453). We hope you will find good use for this action plan in your school.

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