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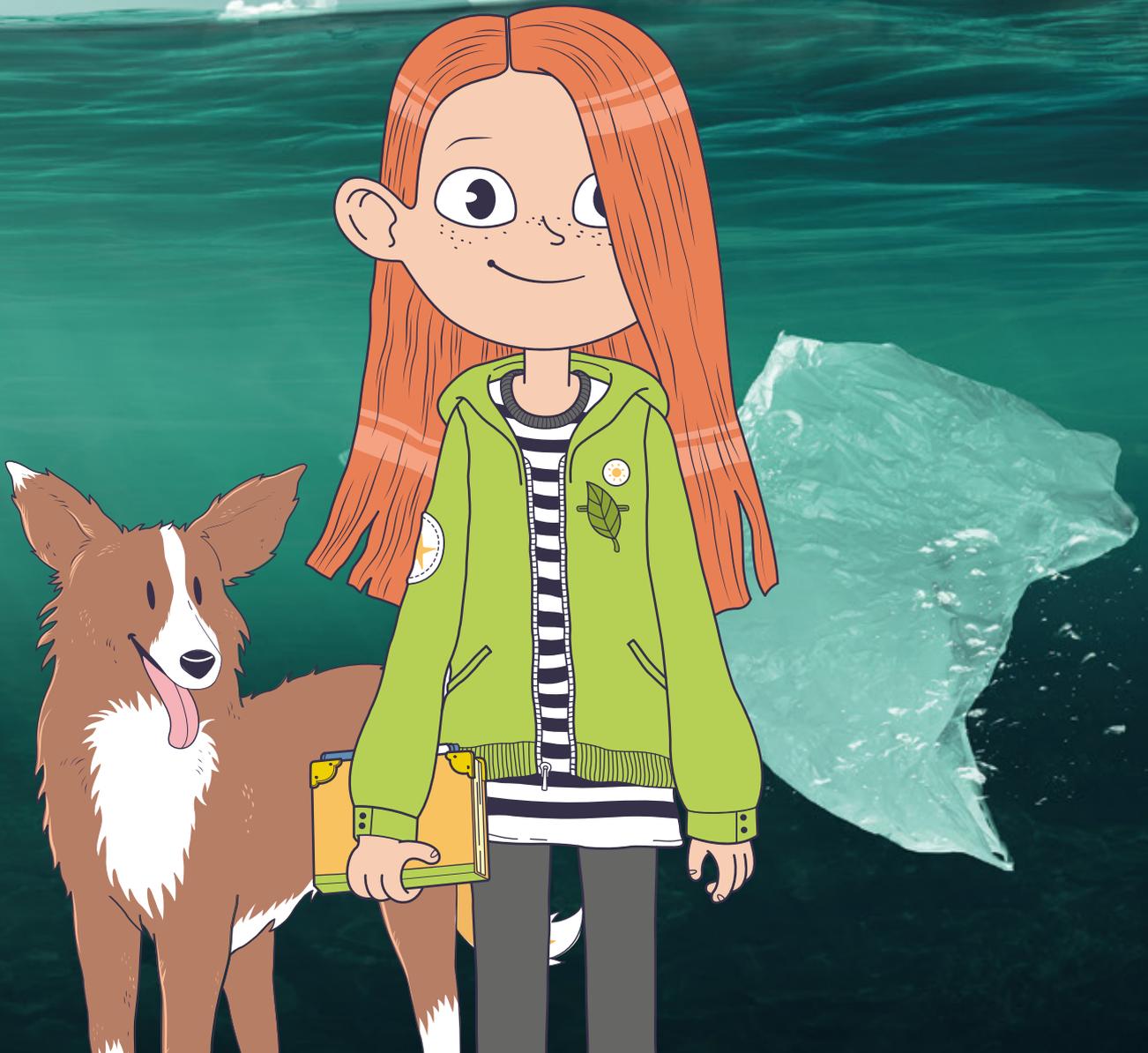
CONCURSO

PROGRAMA DE SENSIBILIZACIÓN EDUCATIVA

HAZLO VERDE

MISIÓN SOMOSLARAÍZ

#PLASTICFREE



UNIT 1

TEACHING FRAMEWORK AND
PRESENTATION OF THE #PLASTICFREE MISSION

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1. CONTEXTUALISING THE SDG

In 2000, representatives of the then 189 United Nations member states met to create a global alliance to combat different persistent problems at the turn of the century. This meeting produced the Millennium Declaration, the precursor to the Sustainable Development Goals, whereby signatory states committed to acting to fight hunger and poverty, achieve universal education, promote equality and guarantee environmental sustainability, among other goals. There were eight objectives, and they were called the **Millennium Objectives**.

In July 2015, the UN Member States came to a new agreement about the Global Objectives, increasing the number of goals to achieve to 17. These were renamed the **Global Sustainable Development Goals**, commonly known as the **SDG**.

The purpose of the agreement was to secure undertakings to guarantee that people around the world would have better lives and would not harm the planet. The States would work to achieve these objectives over the next 15 years, from 2016 to 2030.

The SDG are designed to be specific solutions to the biggest challenges facing the world now and tomorrow, to prolong the planet's resources and to safeguard social, economic and environmental stability while improving the quality of life of everyone living on planet Earth. Present and future, today's and future generations united for a common cause.

Of the 17 goals, more than half refer to sustainability and the environment: water, energy, habitability, production and consumption, marine life and terrestrial ecosystems, climate change.



Remember **the group dynamics** we have provided to encourage invite analysis and call to action, with a dynamic for each environmental SDG.

2. THE #PLASTICFREE MISSION AND EMPOWERING STUDENTS

Carrying out environmental actions in classrooms is a way of empowering children outside school. Article 6 of the **United Nations Framework Convention on Climate Change** says in its report “Education, training and awareness-raising” that it is essential to prepare and apply education and awareness-raising programmes on climate change and its impact. These programmes and activities in schools should respond to these challenges and should be locally based to guarantee society-wide change and awareness.



Empowerment.

This word means bolstering self-confidence using tools that increase self-esteem and resilience, improving capacities and potential to improve one’s own situation and surroundings.

The main objective is to equip children with skills to appreciate the short and long-term impact of their actions and decisions so that they can develop into responsible citizens. After all, today’s students are the citizens of tomorrow.



3. LINKS TO THE CURRICULUM

SUBJECTS	BLOCKS OF CONTENT	DESCRIPTION
BIOLOGY AND GEOLOGY	BLOCK 6 ECOSYSTEMS	Factors that trigger imbalances in ecosystems Environmental conservation actions. Atmospheric pollution. Greenhouse effect.
TECHNOLOGY	BLOCK 1 PROCESS OF RESOLVING TECHNOLOGICAL PROBLEMS	Identify the stages need to create a technological product from origin to marketing, describing each of these, investigating their influence on society and proposing improvements from the point of view of their usefulness and their potential social impact.
	BLOCK 6 TECHNOLOGY AND SOCIETY	Adopting habits to strengthen sustainable development.
PLASTIC AND VISUAL EDUCATION	BLOCK 1 PLASTIC EXPRESSION	Identify the different elements that make up the structure of the design language.
	BLOCK 5 DESIGN PRINCIPLES	Make creative compositions that develop the technical and expressive qualities of the objectual design language, adapted to different areas, using teamwork to create original ideas.
STARTING BUSINESS AND ENTREPRENEURIAL ACTIVITIES	BLOCK 2 BUSINESS PROJECT	Create a company project in the classroom describing the internal characteristics and its relationship with the environment, valuing the importance of sustainability in the business strategy, as well as its social function.



3. LINKS TO THE CURRICULUM

SUBJECTS	BLOCKS OF CONTENT	DESCRIPTION
SCIENCES APPLIED TO THE PROFESSIONAL FIELD	BLOCK 2 SCIENCE APPLIED TO ENVIRONMENTAL CONSERVATION.	Types of pollution. Sustainable development.
	BLOCK 3 INVESTIGATION, DEVELOPMENT AND INNOVATION (R&D+i)	R&D+i Importance to society Innovation
ECONOMY	BLOCK 6 GLOBAL ECONOMY	Environmental considerations: sustainability Talk about the need for sustainable management of the resources provided by the Earth.
SCIENTIFIC CULTURE	BLOCK 3 TECHNOLOGICAL ADVANCES AND THEIR ENVIRONMENTAL IMPACT	Discuss the serious social implications, both today and in the future, of abuse of natural resources, pollution, desertification, loss of biodiversity and waste management.
	BLOCK 5 NEW MATERIALS	Perform simple studies and present conclusions of aspects related to materials and their influence on the development of mankind
BIOLOGY AND GEOLOGY	BLOCK 3 ECOLOGY AND ENVIRONMENT	Human activity and the environment. Natural resources and their types. Environmental consequences of human energy consumption. Waste and waste management. Understanding simple techniques for measuring pollution levels and cleansing the environment.

4. WHAT IS OUR MISSION? WHAT ARE WE PRESENTING?

As a group-class you will present a prototype product made with recycled, ecological and sustainable materials which:

- Helps to reduce plastic production
- Has a lower impact and environmental footprint
- Considers the 3Rs: reduce, recycle, reuse
- Is a viable consumption alternative.

Your innovative product should be suitable for production and sale in Leroy Merlin stores.

In Teaching Unit 2, “The creative process applied to design”, you will find **schemes to follow** when thinking about the message that you want to transmit, and the project method to apply to the graphic design.

To focus our work on participation, we are offering you two work methods, based on **Multiple**



Method A:

Once they have grasped the concepts, divide your students into work groups, according to component parts of the product:

- Materials used: recycled, ecological and innovative
- Environmental impact and footprint
- Production costs and logistics
- Distribution at point of sale: packaging, storage

Once the teams have come together and shared their ideas and sketches, have a group discussion to firm up their project design with the best features of each team's work.

Method B:

Divide your students into complete design teams. They must consider all the factors involved in the product design:

- Materials used: recycled, ecological and innovative
- Environmental impact and footprint
- Production costs and logistics
- Distribution at point of sale: packaging, storage

Each group will present its product design to the rest of the class. After they have shared their designs, you can choose which product you want to present, or, if you prefer, you can create a new design using the best ideas from each suggestion.

5. INITIAL ANALYTICAL DYNAMIC

A good way of introducing this mission of the fourth edition is to ask them to think about the impact of plastics on our daily lives, transforming them into agents for change when they realise that their classmates and others need to change their attitude to help to conserve the environment.

We have prepared a set of dynamics that you may find useful.

However, we are sure that your students will take initiative with their own ideas!

No olvidéis subir vuestras fotos, retos y logros en vuestras RRSS con el hashtag #PlasticFree y #HazloVerde

O al correo info@hazloverde.es para que las compartamos en el **Blog del concurso**

CHALLENGE #PLASTICFREE

NOS INFORMAMOS E
INFORMAMOS AL RESTO

REALIZAMOS UNA ACCIÓN QUE
AYUDE A CAMBIAR DE ACTITUD

Search for materials and products which are current alternatives to plastics based on their sustainability, minimal environmental impact, etc.
Create a mural with photos and characteristics of the products found, comparing these and those that can replace them.

Search for pictures of items created using ecodesign principles and create a mural with photos of these, comparing traditional objects with innovative designs.
Have a classroom discussion about the materials, the amount of energy used in manufacturing and their environmental footprint.

Think about the economics of the school canteen, maintaining the classrooms, use of school supplies, etc., and search for viable alternatives that will ensure a circular economy.

¡CREAD VUESTRO PROPIO CHALLENGE PLASTICFREE!

Remember that there are **numerous group dynamics** on the
SDG you can work with

Don't forget to make use of the teaching materials from earlier
editions!

