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Module 5
My school leads the change

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5. PRIMARY SCHOOL OF VAREIA - GREECE
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Module 5: My school leads the change

1. How to do an environmental impact assessment at school
2. How to motivate and involve students in the change process
3. Improve student learning with an appropriate orientation of curricular actions
4. Separation and reduction of waste: environmental audit of waste management in the classroom
5. Prioritize the use of recyclable materials

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5.1. How to do an environmental impact assessment at school

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5.1.1. Introduction

Environmental impact: any alteration of the environment, caused directly or indirectly by a project or human activity in a given area.

The impact that our school has is measurable and can vary depending on

- the materials
- the uses we make of them

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5.1.2 Classification of environmental impacts

Negative	Positive
Direct	Indirect
Cumulative	Synergistic
Reversible	Irreversible
Current	Potentials
Temporary	Permanent
Premises	Scattered

5.1.3 What does it mean to assess the environmental impact?

Become aware of how the daily activity of the school affects the Environment

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5.1.4 Who must assess the environmental impact?

All members of the educational community:

- Parents
- Students
- Teaching staff
- Non teaching staff
- Management team

5.1.5 How to measure the environmental impact

We can understand the school as an ecosystem, with some:

- Physical factors (buildings, infrastructure, sports fields, ...)
- Biological factors (students, teaching staff, gardens,...)

that interact with each other through inputs and outputs of matter and energy.

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5.2. How to motivate and involve students in the change process

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5.2.1. Introduction

Let's see what steps need to be taken to involve our students in the transition to a more sustainable educational center.

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5.2.2. Involvement of the entire school community

1. Show the opportunity and the need to carry out the change towards sustainability
2. Visualizing the change together: reimagining our center
3. Empower and train teachers to carry out this change
4. Evaluation and consolidation

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5.2.3. Become aware of the ecological impact of our consumption

Being aware of the impact our lifestyle has on the planet helps us reflect on those things we can do to lead a more sustainable lifestyle.

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5.2.4. Make students the engine of change

It is important that our students realize that they can play a significant role in the transformation not only of our school but also of the entire world.

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5.2.5. Essential agreements

Set of rules that are agreed upon with the whole group and that are internalized by the students themselves, they are never imposed but the students themselves are the ones who undertake to comply with them.

5.2.6. Let's create a more sustainable classroom together

Spaces free of plastic and aluminum foil

Reduce and reuse in the classroom

Minimize paper use

Save energy

Monitor progress and celebrate improvements

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5.3. Improve student learning with an appropriate orientation of curricular actions

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5.3.1. Introduction

Include in educational projects the concepts, procedures and attitudes that promote the achievement of basic skills in the field of environmental education

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5.3.2. Importance of integrating environmental education transversally in the school curriculum

Engage people in critical reflection on their actions and current lifestyles, so that they could be able to make decisions and act for a more sustainable world.

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5.3.3. Key skills in curriculum design for environmental education

- Develop a responsible attitude based on awareness of environmental degradation based on knowledge of the causes that cause, aggravate or improve it, from a systemic view, both local and global.

- Identify the different aspects related to the responsible consumption and of local products, assessing the repercussions on the individual and the common good, critically judging the needs and excesses and exercising social control in the face of the violation of their rights as consumers .

- Develop healthy lifestyle habits based on an understanding of the functioning of the body and critical reflection on the internal and external factors that affect it, assuming personal responsibility in the promotion of public health.

- Understand conflicts as connatural elements in life in society that must be resolved peacefully and reject any expression of violence.

- Critically analyze and take advantage of all kinds of opportunities offered by today's society, in particular those of digital culture, evaluating their benefits and risks and making ethical and responsible use that contributes to improving the quality of life personal and collective

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5.3.4. What must be taken into account when integrating environmental education into the curriculum design?

3.1. Starting from significant examples related to the environment and social reality.

3.2. Promote reasoning, argumentation, contrast and decision-making.

3.3. Raise challenges, questions and working methods that facilitate understanding of the complexity of environmental issues.

3.4. Clarify the students' values regarding environmental, social and ethical issues.

3.5. Provide students with instructions on the use of resources and sources of information.

3.6. Define evaluation criteria linked to the objectives and comprehensible.

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5.3.5. Interdisciplinary projects in environmental education

Solve a problem, develop a product or come up with a challenge that is stimulating and linked to the real world

1. Collaborative groups (no less than 3 no more than 6)
2. Prolonged investigation
3. Teachers must be guides: input & feedback
4. Autonomy depending on the maturity of the students
5. Review and reflection
6. Final products shared with the community

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5.4 Separation and reduction of waste: environmental audit of waste management in the classroom

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5.4.1. Introduction

Teach our students how to cooperate directly in the sustainability of their environment through the reduction and separation of waste

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5.4.2. Targets

1. Diagnose the environmental impact of waste generated by students in classroom.
2. Reflect on the need to change some attitudes and behaviors that negatively affect the immediate environment.
3. Discuss, plan and agree on improvement plans that all involved members assume
4. Contribute to the improvement of the environmental quality of the center and its surroundings.
5. Carry out an evaluative follow-up of the measures taken
6. Stimulate teachers in participation in Environmental Education activities
7. Increase the involvement of the whole community in the improvement of the nearby environment.

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5.4.3. diagnosis

Analyze the different types of waste that we generate according to each activity that we carry out in the center

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5.4.4. Current management and possible waste management

Activities/Spaces	currently	Alternative solutions or methods

5.4.3. Actions to be taken

Once the diagnosis of the waste and its management has been made, it is time to specify the actions.

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5.5 Prioritize the use of recyclable materials

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5.5.1. Introduction

1. A place for every waste
2. What about the waste?

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5.5.1 A place for each waste

blue→ Paper and Cardboard

Yellow→ Light packaging

brown→ Organic fraction

gray→ Remaining fraction / Rejection (non-recyclable)

red→ Dumpster / Green point

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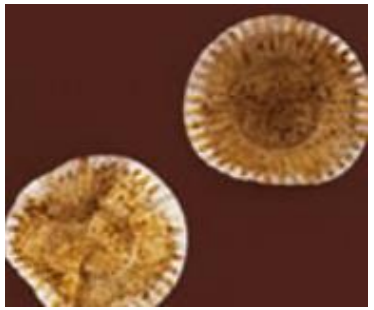
5.5.2 Waste: where do you go?



residue	Where he goes?
paper envelope	**In the fraction of paper and cardboard**,
Plastic bottle	**In the fraction of light packaging**
CD/DVD	**GARBAGE / GREEN POINT**
Box of cookies	**Light packaging** and **In the fraction of paper and cardboard**,
Bag of potatoes	**In the fraction of light packaging**,
Muffin wrapper	**Organic fraction**,
pallets	**Remainder fraction**

5.5.3 What do we do with the waste we have separated?

residue	process	What it turns into
Paper and Cardboard	**In the triage and recycling plants**	Sheet packages, cardboard packaging, magazines and newspapers, wrapping paper, cardboard boxes.
Light packaging	At the **triage plant** and **recycling plant**	Containers, buckets, street furniture, traffic signs.
Junkyard - Green points	**A specialized company**	car parts, street lighting, mobile phone and computer casings...
Organic Fraction	**Anaerobic digestion plant** and **composting plant**	fertilizer and biogas
rejection	**Waste treatment plant**	In the incinerator Controlled deposit. recovery

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