

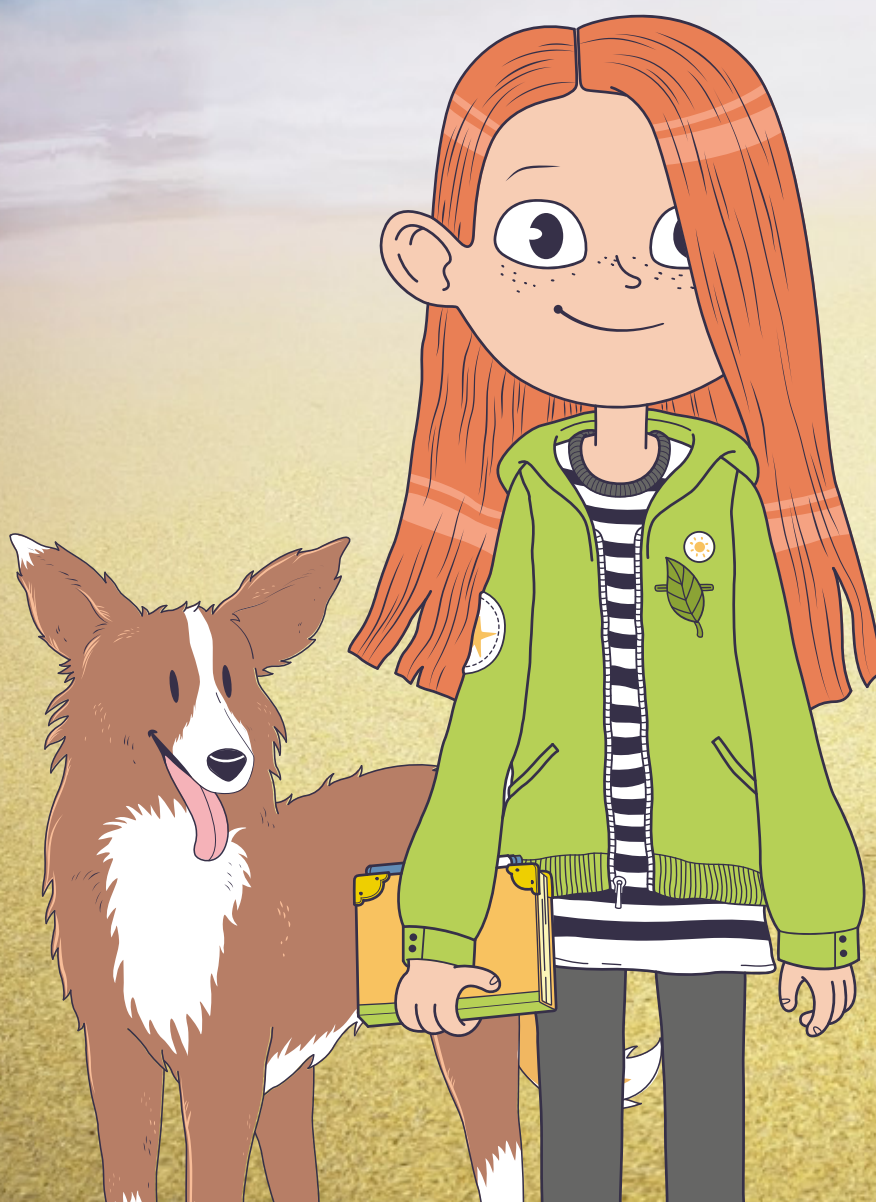
4º
CONCURSO

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 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
NATURAL SCIENCES	BLOCK 4. MATERIALS AND ENERGY.	Study and classification of some materials. The usefulness of certain advances, products and materials for the progress of society. Sustainable, fair energy development.
	BLOCK 5. TECHNOLOGY, OBJECTS AND MACHINES.	Benefits and risks of technologies and product.
SOCIAL SCIENCES	BLOCK 1. SHARED CONTENT	Planning projects to achieve objectives. Entrepreneurial initiative.
	BLOCK 2. THE WORLD WE LIVE IN	Natural resources, raw materials. Production sectors. Goods and services production. Consumption.
	BLOCK 3. LIVING IN SOCIETY	Sustainable development. Pollution problems. Responsible consumption.
ART EDUCATION	BLOCK 2. ARTISTIC EXPRESSION	Represent personal ideas, actions and situations based on the components of visual language. Produce works of art following the steps of the creative process. Imagine, draw and create three-dimensional pieces with different materials.
SOCIAL AND CIVIC VALUES	BLOCK 3. LIVING TOGETHER AND SOCIAL VALUES	Make responsible use of natural resources, understanding and interpreting events, analysing causes and predicting consequences. Help to conserve the environment, maintaining a critical attitude. Appreciate responsible uses of sources of energy on the planet, raising awareness of respect for the environment and developing critical skills.



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



A **graphic design**, a high-impact image with an **inspirational slogan** that helps to:

- Analyse the way that plastics are used
- Be aware of one's own impact and environmental footprint
- Minimise daily consumption
- Find other alternatives

This design will be printed on sustainable bags to be handed out 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 Intelligences** and **Collaborative Learning**.



Method A:

Once they have grasped the concepts, divide the students into work groups according to the parts that compose a graphic design:

- The slogan or inspirational motto
- The design: images, graphic resources
- The easiest-to-read typography
- Colours and colour range

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

Method B:

Divide the students into complete design teams. These teams must consider all the factors involved in the graphic design:

- The slogan or inspirational motto
- The design: images, graphic resources
- The easiest-to-read typography
- Colours and colour range

Each group will present its graphic design to the rest of the class. When they have all presented their work, they can vote on the design they want to enter in the competition or, if you prefer, create a new design with a mixture of the best proposals.



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

WE EDUCATE OURSELVES
AND OTHERS

LET'S DO SOMETHING THAT WILL
HELP TO CHANGE ATTITUDES

Search for news stories about the all the plastic waste in the sea, select high-impact photographs and create an information panel to put in the corridor or entrance to the school.

Collect up all the plastics discarded at playtime. Log the following data: types of plastic, function of each, volume of waste. Form weekly patrols and then inform other students about the need to use less, searching for alternatives and entering the results in a table. Lastly, track the results of your efforts to reduce consumption.

As a group-class, discuss the alternatives available to plastic, for example, for wrapping and keeping snacks, reducing plastic bag consumption in stores, and replacing them with more sustainable, innovative materials.

CREATE YOUR OWN PLASTIC-FREE CHALLENGE!

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!

