



HAZLO VERDE

EDUCATIONAL AWARENESS-RAISING PROGRAMME

MISSION #SOMOSLARAÍZ



UNIT

2

SERVICE LEARNING



Did you know that one of the cross-curricular points in the Spanish Organic Law to Improve Educational Quality (LOMCE) specifically handles environmental education to confront climate change?

'Primary education curriculums will incorporate curricular topics related to sustainable development and the environment' (LOMCE).

And that one of the key competences in primary school is social and civic competence?

'This competence includes attitudes and values as a way towards collaboration, integrity and honesty (...) The skills in this competence are related to the ability to interact effectively in the public arena and to demonstrate solidarity and interest in resolving the problems that affect the school setting and the community, both locally and in a broader area. It entails critical and creative thought and constructive participation in community activities and in the mediation and immediate areas, as well as making decisions at local, national and European levels.'





WHAT IS SERVICE LEARNING?

Service learning is an activity done both in and outside of the classroom, as it combines community service with curricular learning.







Faced with a social and local need, students perform community service based on practicing the knowledge, attitudes and skills they have learned and developed in the classroom, focusing learning on the common good.

To do so, a preliminary exercise is required of **critical thought and internalisation**, to then reach the constructive participation of the students in developing the project that is going to be started up and that will involve the entire community.

The classroom-group becomes aware of the **relevance of their role as agents contributing to social change**. Service learning **consolidates the perception and meaning of their responsibility, as well as their role in society**.

Promoting the development of projects to conserve natural resources and foster sustainability in the area of the educational and local community, we will contribute to creating a **more pro-environmental and sustainable society**, which leads to achieving comprehensive education.

Service learning...

-  Develops critical thought in the classroom.
-  Consolidates the perception and meaning of responsibility of the student body.
-  Strengthens social and civic competence.
-  Promotes environmental education with demonstrable results.
-  Provides continuity, where other teachers, the entire school, families, local entities, the city council... can all be invited to take part.
-  With the aim of offering a service to the community, where they are the true leaders of change.





EXAMPLES OF SERVICE LEARNING

It is time to foster thought and action processes among children aimed at developing a sustainable environmental and social identity.

Your contribution will help to develop **habits of teamwork** and **accountability** among the children, as well as attitudes of **self-confidence**, **critical thinking** and becoming aware of their involvement and **participation in modern-day society**.

This will give them independence, a sense of enterprise and accountability. They will feel like they are part of a larger project in which they are the true leaders and agents of change.

We offer you a few examples that may inspire you below. You can pick some of them or decide on a different project along with your students.

All of these ideas are initiatives by students and teachers who participated in previous editions of 'Hazlo Verde!'

6 CLEAN WATER AND SANITATION



SPRINGS / RIVERBANK



Community service

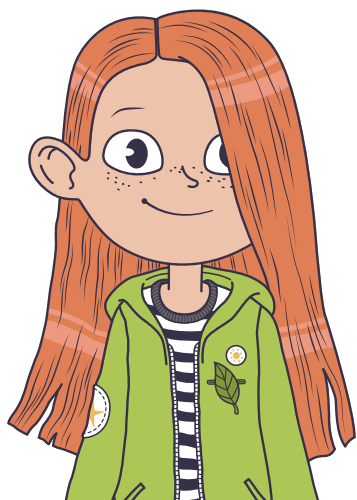
Organise campaigns to analyse water quality in springs or in the local river.

Break students into teams and have them do tasks to clean, conserve and maintain springs or riverbanks.

Spread the ecological value of springs and rivers by creating banners and signs inviting the rest of the school community to participate: students, teachers and families. Also involve the city council and local businesses so that they commit to caring for them.

Learnings obtained

- Knowledge of the natural environment.
- Valuing the importance of conserving it and the importance of water.
- Dialogue and decision making, environmental commitment.



6 CLEAN WATER AND SANITATION



CONTROL OF WATER



Remember you've got everything you need to do this service learning activity In the teaching unit 'Let's Observe and Analyse our Environment', Water mission.

Community service

Establish the commitment with students to reduce water consumption at the school.

Organise patrols that inspect possible water drips or leaks, taps that do not close completely, etc., with the aim of raising awareness that water is a precious and scarce resource.

To do so, we recommend the 'Water' mission worksheet, which is in the teaching unit detailed below.

Then, compile data and make a graph with the data to show how the school is doing on this issue and how it could improve.

Learnings obtained

- Deepening of environmental education, math knowledge, social and natural sciences.
- Analysis and correction of consumptions taking place at the school.

7 AFFORDABLE AND CLEAN ENERGY



CONTROL OF ENERGY



Remember you've got everything you need to do this service learning activity in the teaching unit 'Let's Observe and Analyse our Environment', Energy mission.

Community service

Evaluate with your students how energy must be employed with discernment, by establishing routines for its responsible use.

Organise patrols to prevent electric waste at the school, checking the types of light bulbs, reporting on unnecessary light sources, promoting natural light, or even outlining the replacement of current electricity with renewable energies, installing solar panels, etc.

To do so, break the class into teams and, using the 'Energy' mission worksheet, have them walk around the school collecting data and thinking of how the school could be made more sustainable.

Learnings obtained

- Learning how the poor use of energy impacts the environment.
- Deepening of environmental education, math knowledge, social and natural sciences.
- Analysis and correction of consumptions that occur at the school.

11 SUSTAINABLE CITIES AND COMMUNITIES



SCHOOL RADIO STATION OR BLOG



Remember you've got everything you need to do this service learning activity in the teaching unit 'Presentation of the SDGs' and the unit '7 Reflection Dynamics'.

Community service

Organise with your students a radio show or blog for the school, involving the other students and teachers so they understand the importance of the SDGs, the environment, news and current events on sustainability, etc.

Learnings obtained

- Communication, enterprise and independence skills.
- Teamwork.

11 SUSTAINABLE CITIES AND COMMUNITIES



15 LIFE ON LAND



HOMEMADE COMPOST



Community service

Evaluate with your students how organic waste is produced on a daily basis and how organic compost benefits the environment and the community.

To do so, create a composter to convert food waste from the school canteen into organic fertiliser for the school's gardens or other gardens in the surroundings.

Learnings obtained

- Discovery of the natural processes of decomposition and the benefits it provides to the environment.
- Becoming aware of recycling and the transformation of organic waste into fertiliser.

11 SUSTAINABLE CITIES AND COMMUNITIES



13 CLIMATE ACTION



PAMPHLETS, DO'S AND DON'TS, INFORMATION IN PUBLIC PLACES



Community service

Organise the students so they take charge of developing rules for good uses of their cultural and/or natural environment, of a park or river, etc.

A map could be added to provide information on natural animal and plant species, putting signs on rubbish bins, ecological routes to do as a family, etc.

Learnings obtained

- Finding out about the local environment, its culture and history, etc.
- Fostering enterprise and independence.
- Skills in teamwork, dialogue and decision making.
- Commitment and critical outlook.

11 SUSTAINABLE CITIES AND COMMUNITIES



USING ALTERNATIVE TRANSPORT



Community service

Promote among students the use of other means of transport to go to and from school, such as bicycles, carpooling among several families, organising a walking route with different stops around the neighbourhood to pick up all the students, etc.

This reduces pollution and, in turn, fosters physical activity.

Learnings obtained

- Finding out about road education.
- Acquisition of environmental awareness.
- Development of healthy habits.



GREEN PATROLS



Remember you've got everything you need to do this service learning activity in the teaching unit 'Let's Observe and Analyse our Environment', Recycling and Environment mission.

Community service

Organise patrols at the school or in the playground or canteen to undertake corrective measures for paper consumption and other recycling measures that contribute to creating a more sustainable and environmentally friendly school.

Assign the students to groups to find out how school supplies are recycled, such as sheets of paper, cardboard, packaging, etc. to give them new uses both in the classroom and at the school.

To do so, take a look at the mission 'Recycling and Environment' so that several teams of students inspect the entire school.

Learnings obtained

- 🌿 Promote proper recycling throughout the school day.
- 🌿 Report to the rest of their classmates and educational community on the importance of recycling and not wasting resources.
- 🌿 Independence and responsibility.



GUARDIANS OF THE PLANET



Remember you've got everything you need to do this service learning activity in the teaching unit 'Presentation of the SDGs' and the unit '7 Reflection Dynamics'.

To learn while having fun, project the board games onto the whiteboard 'The Route of the Patroller' and 'Triviambiente'. You've also got several Kahoot interactive games at your disposal.

Community service

Break the older students (year 6) into groups and have them be mediators—guardians of the planet—visiting the classrooms of the younger students (years 1 to 3) to inform them of the importance of sustainability, of saving water and electricity, etc.

They could make a presentation or design informational brochures to hand out.

You could print the Vega game so they could plan and learn while having fun.

Learnings obtained

- 🌿 Communication and assertive skills.
- 🌿 Empathy with younger children.
- 🌿 Dialogue and listening.
- 🌿 Enterprise and independence, accountability.

14 LIFE BELOW WATER



BEACHES AND PLASTICS



Community service

Organise campaigns with your students to do cleaning and maintenance tasks at local beaches.

Distribute information and awareness raising posters, inviting the school community to participate and become aware: students, teachers and families, on the ecological danger that tossing out plastics has for marine life.

Also involve the city council and local businesses so that they take action.

Learnings obtained

- Importance of conserving nature and the importance of marine life.
- Development of an environmental and local commitment to keep the environment clean for marine life.

15 LIFE ON LAND



REPLANTING TREES AND OTHER PLANT SPECIES



Community service

Organise a project with your students to repopulate areas destroyed by erosion or fires, or to plant trees and other plant species in sites such as vacant lots or unused and empty wastelands near the school.

With the aim of evaluating the role that trees play in the environment, hang or distribute posters among the local community that highlight the importance of caring for trees to counteract the effects of pollution and deforestation in both urban and rural settings.

Learnings obtained

- Estimate the impact of city development on the nature.
- Teamwork skills.
- Dialogue and decision making.
- Respect and commitment to environment.

15 LIFE ON LAND



CLEANING POLLUTED AREAS



Community service

Organise campaigns with your students and their families to pick up rubbish so that they get involved with cleaning an area close to the school or in the town that is dirty or polluted, such as a park, a riverbank, the beach, etc.

Learnings obtained

- Development of environmental awareness and the importance of not throwing rubbish out in natural spaces due to the risk of pollution entailed.

15 LIFE ON LAND



SPONSOR A TREE



Community service

Ask every student to sponsor a tree in the neighbourhood, in a local park, on the playground or somewhere in the city.

Have each of them leave their name on a small plaque, along with the tree's scientific name, year it was planted, etc.

With this gesture and commitment, each student will become their tree's caretaker and guardian, reporting to the city council when they notice problems with their tree (lack of water, posters nailed into the trunk, branches in poor condition...), and get the rest of the community involved in their conservation and aware of their ecological value.

Learnings obtained

- Knowledge of the local natural environment.
- Awareness of the importance of conserving trees and their importance in oxygen supply.
- Decision making, independence and accountability.
- Environmental commitment.

