

**3<sup>RD</sup>**  
CONTEST

# HAZLO VERDE

EDUCATIONAL AWARENESS-RAISING PROGRAMME

**MISSION #SOMOSLARAÍZ**



**UNIDAD**

**3**

## CITIZEN PARTICIPATION

# CITIZEN PARTICIPATION AND THE BUTTERFLY EFFECT



Do you know what the butterfly effect is?

This theory explains that if a small initial change occurs in a system—such as a butterfly flapping its wings—a considerably larger effect can be caused via a chain amplification process in the medium or long term.

*And so what does the butterfly effect have to do with the environment, sustainability and the SDGs?  
Well, everything. Let's take a look at how:*

Think of your students as butterflies. For those who participated in past editions of 'Hazlo Verde!', their first wing beat consisted of presenting an improvement project. The initial movement amplified and produced a larger and positive effect and impact at their schools, in their neighbourhoods and in their towns.

In this third edition of 'Hazlo Verde!', imagine that all the boys and girls started to flap their wings with a single purpose at the same time... we would achieve a greater amplification and a considerable effect and impact that would go beyond the school and the neighbourhood, beyond the borders of your town or city, right?

By participating in this school programme, you will analyse your school and local social-environmental reality based on concepts like energy and water saving, the value of sustainability and the environment, converting your classrooms into spaces in which the **SDGs** can be put into practice and the feeling of enterprise of students by making them into **Environmental Ambassadors**.



Climate change, polluting energies, squandering resources and many more are world problems that require solutions starting from a local level in order to guarantee change and the raising of awareness of society as a whole.

Your contribution will contribute to developing 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.

They will feel like they are part of a larger project in which they are the true leaders and agents of change.

It is time to foster thought and action processes among children aimed at developing their participation as citizens with a sustainable environmental and social identity, because their desires for change and transformation will become a force that pulls everything else along the way with them.

## THE 'WE ARE THE ROOT' MOVEMENT

The 'We are the Root' movement is an initiative by 200,000 children from throughout Spain who—having participated in the 'Hazlo Verde!' school programme in the 2017-18 academic year—wanted to take a further step by contributing their ideas to care for the planet, writing a manifesto that ensures that all of society changes and becomes more aware. They raised their voices so that they would be taken into account in fulfilling the



## Sustainable Development Goals by the Ministry of Ecological Transition.

A movement to incite environmental awareness and the active commitment of all citizens that has obtained almost 27,540 signatures from adults who support them. Recognised institutions and NGOs all endorse this movement today through their active collaboration.



COLLABORATE:



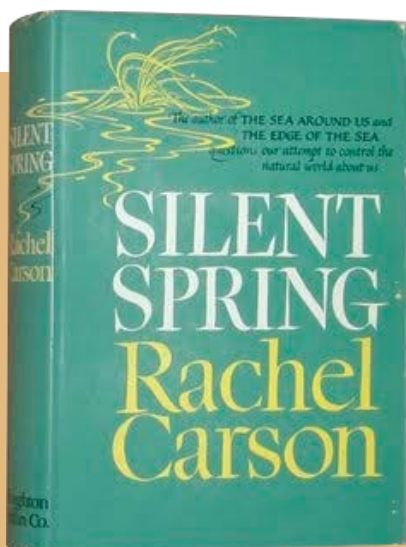
#COMPANIES4SDGs



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By way of example, we will tell you a story that illustrates the butterfly effect extremely well that we are seeking in this edition of 'Hazlo Verde: Mission #SomosLaRaíz'.



**Silent Spring** or the history of the book that brought about environmental change.




Published in 1962, it warned of the harmful effects of pesticides on the environment. The book inspired American ecological mobilisation, caused the Department of Agriculture to change its pesticide policies and, most importantly, laid the foundations for the Environmental Protection Agency in the United States.



# CITIZEN PARTICIPATION AND GLOBAL COMPETENCE

In line with Recommendation 2006/962/EC by the European Parliament and Council of 18 December 2006 on the key competences for permanent learning, this royal decree is based on maximising learning by competences, integrating features into curriculums to foster an overhaul and modernisation of teaching practices and the entire learning and teaching process.

If we take a look at what the Spanish Organic Law to Improve Educational Quality (LOMCE) sets out on the values and attitudes that students should develop, one of the main objectives is to cultivate **citizen participation** in them, by promoting comprehensive education based on the key competences:

-  Competence in knowledge and interaction with the physical world.
-  Competence in learning to learn.
-  Social and civic competence.

				NATURAL SCIENCES
C	SUB-COMPETENCE	DESCRIPTORS		CONTENT
KNOWLEDGE OF AND INTERACTION WITH THE PHYSICAL WORLD	Knowledge of aspects that are natural and those that are caused by human action	<p>Apply scientific-technical thought to interpret, predict and make decisions with personal initiative and independence</p> <p>Reporting on conclusions in different settings (academic, personal and social)</p>		<p>Habits of respecting and caring for living beings and the environment</p> <p>Usefulness of some advances, products and materials for the progress of society</p>
	Improvement and preservation of the conditions for life itself, for other people and all other beings	<p>Analysis of consumption habits</p> <p>Arguing the consequences of one life type compared to another with regard to:</p> <ul style="list-style-type: none"> <li>- The responsible use of natural resources - Caring for the environment - Good consumer habits</li> </ul> <p>Making decisions about the physical world and the influence of human activity, particularly caring for the environment and rational and responsible consumption</p>		Sources of renewable and non-renewable energies Energy development, sustainable and fair

			SOCIAL SCIENCES
C	SUB-COMPETENCE	DESCRIPTORS	CONTENT
KNOWLEDGE OF AND INTERACTION WITH THE PHYSICAL WORLD	Understanding of events and prediction of their consequences	Conservation of resources and learning to identify and value natural diversity	Collection of information on the topic in question, using different sources
		Understanding and identifying questions and problems and drawing conclusions	
		Perceiving the demands and needs of people, organisations and the environment	Development of strategies to organise and retrieve the information obtained using different methods and sources
		Interpretation of the information that is received to predict and make decisions	
	Improvement and preservation of the conditions for life itself, for other people and all other beings	Analysis of consumption habits	Responsible consumption
		Arguing the consequences of one life type compared to another with regard to: - The responsible use of natural resources - Caring for the environment - Good consumer habits	Sustainable development
		Making decisions about the physical world and the influence of human activity, particularly caring for the environment and rational and responsible consumption	Pollution problems
			Climate change: causes and consequences
			Human intervention in the environment

C	SUB-COMPETENCE	DESCRIPTORS	CONTENT	SUBJECTS
LEARNING TO LEARN	Efficiently manage a series of intellectual resources and working techniques	Observe and log events and relationships	Project planning and presenting reports	NATURAL SCIENCES
		Be able to work cooperatively and via projects	Doing projects	
			Project planning and management with the aim of reaching objectives	SOCIAL SCIENCES
			Use of cooperative working skills	CIVIC AND SOCIAL VALUES



			SOCIAL AND CIVIC VALUES
C	SUB-COMPETENCE	DESCRIPTORS	CONTENT
SOCIAL AND CIVIC COMPETENCE	Cooperation and harmonious coexistence	Decision making and accountability for them	Understanding and respect for interpersonal relationships
	Practicing democratic citizenship and contribute to improvement	Understand and practice the values of democratic societies: democracy, freedom, equality, solidarity, coresponsability, participation and citizenship	Harmonious coexistence and social values

Competence entails **a combination of practical skills**, knowledge, motivation, ethical values, attitudes, emotions and other social and behavioural components that are mobilised together to **achieve effective action**. Thus, as practical knowledge, these competences consider **knowledge acquired through active participation in social practices**.



## THE PISA REPORT AND GLOBAL COMPETENCE

The **PISA 2018** study has a new evaluation area starting this academic year: **GLOBAL COMPETENCE**, with the aim of responding to the modern-day challenges that society poses to us as citizens.

The OECD definition reveals a special emphasis on attitudes and values:

**‘Global competence is the ability to analyse global and intercultural issues, evaluate different perspectives based on a respect for human rights, to interrelate with people from different cultures and undertake actions for the common good and for sustainable development’.**




This new competence is necessary to act as responsible citizens, because the power of change inherent at schools must move from local to global, thus responding to a new form of civic education appropriate for the 21st century.

# PARTICIPATIVE DYNAMIC





## HOW WOULD I LIKE MY CITY?

### OBJECTIVES

-  Analyse the aspects that each student considers important.
-  Reflect on the role that each student could play to improve the city in which they live.
-  Start a citizen participation campaign to change or improve one or more aspects of the city.

### IMPLEMENTATION

**1- Reflect** silently for 3 minutes on how you would like your city to be. The teacher then asks the students to raise their hands and give their opinions and debate on these issues.

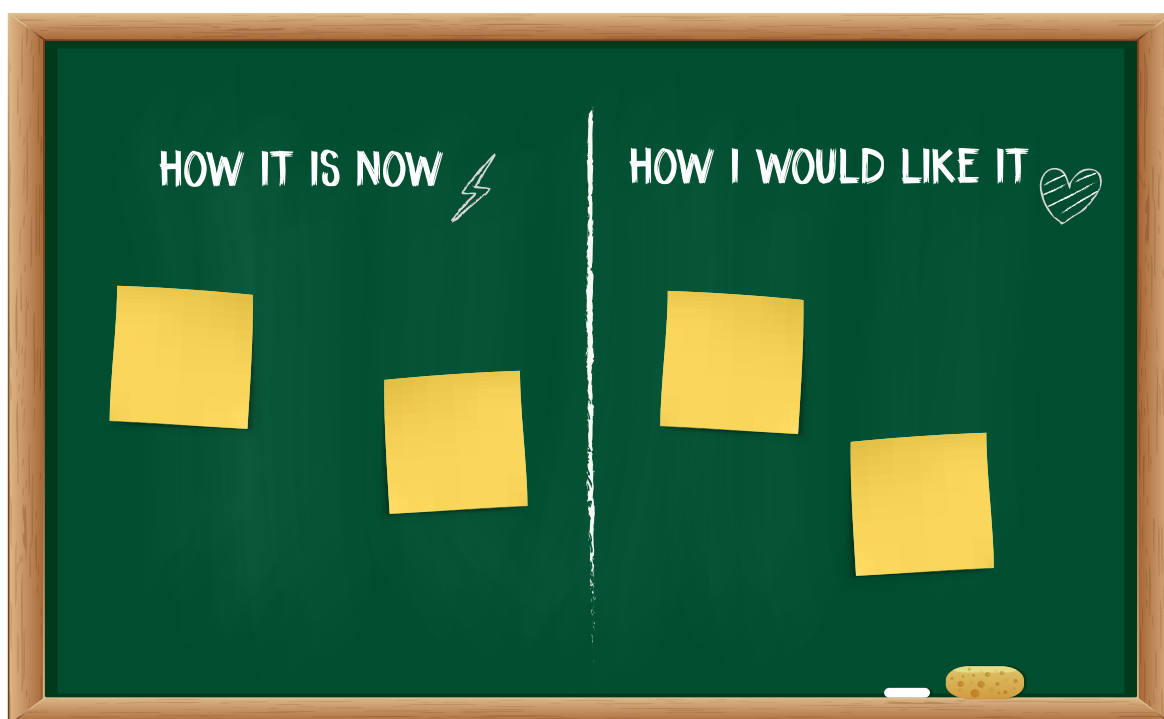
-  Each student reflects and writes 5 things in their notebooks that they would like to change and improve. For example, more parks, bike lanes, more recycling containers, sustainable public streetlights, etc.
-  Likewise, have them write down 5 current aspects of their town or city that they do not like, that they are worried about, etc.

**2- Debate and initial sharing:** Each student writes on two sticky notes the issue or area that is most important to them (parks, bike lanes...) and the current state of the city now. After writing them down, students get up and stick them onto the whiteboard or wall of the classroom.



This exercise is designed to do a comparative study that will help to assess how their city is today.

- 🌿 The teacher should first have divided the whiteboard into two columns: How the city is now / How I would like my city to be



**3- Move towards action:** After all the ideas have been stuck on the wall, start a debate to determine which issues have been mentioned, and place related and shared ideas together for which they could start local participation actions.

Research your environment and your action possibilities:

- 🌿 Search for information on the laws and regulations for the area in question (parks, bike lanes, energy, recycling, pollution, etc.)
- 🌿 Look in the news and news articles to find out if there are citizen participation actions related to the action they want to do.
- 🌿 Contact methods (phone and email) for the city hall, province or autonomous community offices related to the selected area.



Inform the rest of the community to get them involved: getting signatures, hanging or distributing informative posters or brochures, charity market to publicise the action, t-shirts, advertising campaigns, etc.

After sharing the research and searches conducted, you will have a global vision of the point at which our city is today, as well as the areas that are most important to you, and on how to start to implement the proposal.

After selecting the action area, propose improvement solutions or conduct dissemination campaigns in your community to have them participate via signatures or memberships.

After collecting signatures, take them to the city council with the aim of starting an improvement action that will positively change the area or areas that are most important to you.

THE WHAT	PROJECT	What are we going to do?
THE WHY	CONCEPT - GENERAL IDEA - DIAGNOSIS	What is failing? Why is it failing? How to resolve it?
THE FOR WHAT	SDG GOALS	What would this project resolve? What SDGs are we working with?
THE WHERE	LOCATION - SCOPE	In the classroom, the school, the neighbourhood...
THE HOW	ACTION LIST	List the actions and steps to follow to achieve it
THE WHO	RESPONSIBLE PARTIES	The team of students, which can extend to the school, the families, the city council...



This dynamic is only one example of what you could contribute to your town, **because you are the engine for change and thanks to your participation in 'Hazlo Verde: Mission #SomosLaRaiz', we will help Spain to meet its commitments with the SDGs.**