



EWR good practices and case studies

(We Are a Sustainable Community)

1. Details of Action:

Coordinator: Agència de Residus de Catalunya, ARC (Catalan Agency of Waste)
Action Developer: Escola Lluçanès (Lluçanès Primary School)
Name of nominated action: We Are a Sustainable Community
Town: Prats de Lluçanès
Region: Osona , Barcelona
Country: Spain
Website: <http://agora.xtec.cat/ceipprats/>
Nominee category: Educational Establishment
Dates of action: 19 to 27 November 2016

2. Action's theme:

- Reduce – Strict avoidance and reduction at source
- Reuse – Preparing for reuse and reuse
- Recycle – Waste sorting and Recycling
- Let's Clean Up Europe!

3. Action related to the Prevention Thematic Days 2016: Packaging waste – Use Less Packaging?

- Yes
- No

4. Description of the nominated action:

Action 1: WE ARE A SUSTAINABLE COMMUNITY. CREATING SCIENTIST GROUPS TO SHARE SUSTAINABLE PRACTICES

It is a cross-curricular project to enhance sustainable actions in our schools, institutions and towns as educational communities in the European frame through experimental activities carried out in jigsaw cooperative learning groups. It involves the whole community: pupils, teachers, families and local people. On the basis of many science projects developed in our schools during the last years, using cooperative learning groups and experimental methodology, we have designed this project to share good practices about a more sustainable use of natural resources in Europe. Moreover we will apply innovative methodologies such as jigsaw collaborative groups of expert students, following the CA-AC theory, COOPERATE TO LEARN AND LEARN TO COOPERATE. Six schools, from United Kingdom, Romania, Italy, Portugal, Bulgaria and Spain, create the strategic partnership. We all share the need of improving scientific methodology involving all school teachers and students. We also believe in cooperative learning groups as an inclusive and effective methodology to enhance the basic competences achievement in a long-term period. We plan a three years project. We are going to investigate and learn about three topics,



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adapting some of them, like natural resources, to our context and country.

1. Reducing, Reusing, Recycling, Rethinking (year 1)
2. We use natural resources. Saving water. Using wood, our forest is alive. (year 2)
3. Renewable energy resources. Solar power. (year 3)

Action 2: COMMON ACTION.

SMART SHOPPING was a communication campaign to raise awareness of the need to reduce packaging. To introduce the topic, students brought a real shopping list from home. They were asked to rewrite it trying to reduce packaging. Once teachers explained the activity, in small groups we prepared the interview questions and prepared the action in pairs.

Next day, we went to the town centre where students, in small groups, interviewed people in front of markets, supermarkets and shops to promote the prevention of packaging waste. First, they explained the aims of this action and then they asked questions about their shopping habits. At the end they gave them a fridge magnet about smart shopping and took a picture like a photocall with a frame made and decorated by the students with the common messages like “uselesspackaging”.

Action 3: WASTE DIARY.

This action is based on keeping a record of the waste produced in a week on a Waste Diary. To have a clear idea about the waste we produce in our daily live, data collected is analysed. Through discussions we try to come up with solutions to reduce waste. Then we go on filling the Waste Diary to check improvements. The objective of this action is giving participants a chance to think about packaging waste produced and to realize that every little action makes a change. The important question is: What can we change in planning, shopping, storing, and cooking habits to prevent packaging waste?
<https://goo.gl/photos/9Uy7XoDfWkYozg7U6> , <https://goo.gl/photos/wdZrQkAunVT7vRuj6>

Action 4: FOOD WASTE WARRIOR.

During European Week For Waste Reduction, children of first cycle designed a warrior with special powers to fight against food waste. Each child draws his own warrior. Then, they described it in front of the whole class telling how they could help to protect food from going into the bin. They chose the most popular one and built a 3D Waste Warrior model using recycled materials. It was exhibited in front of the school community to make all of us to think about “food waste”. Once the warriors were finished we shared them among school from other European countries.

<https://drive.google.com/a/escolallucanes.cat/file/d/0Bw-7Maltq8U5RmhWZkEzSjlqNjg/view?usp=sharing>

5. Type of evaluation conducted and outcome of the evaluation:

- Number of visitors/participants
- Feedback from visitors/participants (willingness to change their behaviour)
- Quantity of waste avoided/collected
- Amount of CO2 avoided
- Other indicators

Quantitative indicators:

Partners have contributed to the action's objectives and achievement.

Activities planned have been completed.



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The end of year outputs have been achieved successfully
The community has made relevant changes towards recycling and sustainability.
Qualitative indicators:
Students were engaged in the action
Families and communities understand the purpose of the action.
Cooperative methodology has been implemented.
Activities were the most appropriate and to reach the objectives the action.

Outcome of the evaluation:

Number of visitors/participants :

Our school has 140 students and 12 teachers, all of them participated in the activities. Families and community understood the purpose of the actions because there was a change in breakfast packaging.

We realized that the whole community has made relevant changes towards recycling, reducing, reusing and rethinking in favour of our sustainability. The result is that children use less packaging.

During "smart shopping" activity we could see a lot of visitors using reusable bags. They listened and liked children proposals for responsible purchasing. We could interview men and women of different ages. Maybe we would like to meet more teenagers who are active consumers.

The whole school community, 100%, did the waste diary. The amount of packaging, such as plastic, decreased. The use of reusable packaging, like breakfast box or cloth bag, rose.

Cooperative learning methodology has been implemented successfully. We are highly satisfied with the right way that students work in groups using cooperative strategies. They are able to reach well-argued conclusions. If we consider the Food Waste Warrior, we can say that children loved this activity. 100% of first cycle children were engaged in the design of a warrior to fight against food waste with a magic power. The 3D warrior, built with their own packaging, was in front of the school entrance like a sculpture. It had a strong impact among families and children. We all realized that we can reuse the waste to build new objects.

6. Reasons why the action has been selected for the EWWR 2016 Awards:

a) Visibility and communicational aspects

We use different tools to disseminate our work and the eco-friendly ideas, such as:

- school site <http://agora.xtec.cat/ceipprats>
- twitter: @escolallucanes , @WASC1619
- magazines: la Rella, Guix
- online forms
- leaflets
- eco-friendly gifts: bread cloth bag, reusable shopping bag, ARC magnets, EWWR 2016 posters

b) Quality of content and focus on waste reduction, reusable products or recycled materials.



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b) Quality of content and focus on waste reduction, products reuse or materials recycling

On the one hand, the products we made are high quality and waste decreased. Pupils use lunchbox instead of plastic packaging.

On the other hand, the Waste Warrior helps us to understand that we can reuse a lot of materials to create new objects.

Moreover, we learnt that we can reuse organic compost in a different way with the school composter.

c) Originality and exemplarity: What makes the action original or innovative?

Sharing a project about sustainability with our European partners enriches our work and makes us going further in the teaching and learning experience.

Using cooperative learning methodology and scientific method to analyse the packaging we use.

d) European reproducibility: How can other entities adapt the action to other contexts or European regions?

This action can be adapted to many different contexts according to their experiences and level of awareness about the need of being more sustainable communities.

This year we share our project with England, Scotland, Romania, Bulgaria, Italy and Portugal.

e) Lasting impact: In what way is the action designed to have a lasting impact?

We are a sustainable community is a three year project that will help us to learn how we can be a more sustainable community.

There are other activities, like "Waste Diary" that make people change attitudes and habits in a short time, one month.

Our school, Escola Lluçanès, is an eco-friendly school since 2006. This project is old enough to know about environment protection. We have been working on this subject doing different activities to make the community understand the need to protect our planet.

f) Motivation: How will your action motivate its target audience/the general public?

The actions have been disseminated among the school and local community to make them interested in joining the project. Families, children, teachers, staff and local government were interested in all the actions and they participated as much as they could. This year we started a "Door to door" waste collection in the village. People are interested in doing it very well in favour of recycling and sustainability.



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The pupils involved in the action and their waste warrior



Smart shopping campaign