



# EWR good practices and case studies

## One week for waste reduction - 600 clicks for the environment

### 1. Details of Action:

Coordinators: National Waste Management Directorate

Action Developers: Bethlen Gábor ÚÁG Kincskereső Tagiskolája

Name of nominated action: One week for waste reduction – 600 clicks for the environment

Town: Budapest

Region: Central Hungary

Country: Hungary

Website: /

Nominee [category](#): Educational Establishment

Dates of action: 24-28/11/2014

### 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 2014: Stop Food Waste:

- Yes
- No

### 4. Description of the nominated action:

The preparation of the action happened through teaching staff meetings, so all teachers got involved in the brainstorming procedure. It was decided that the action should focus on food waste and those waste types that could be in connection with it: the main emphasis was put on plastic wrapping and packaging waste. In every class the form-masters could find out special sub-actions depending on the characteristics of their classes and on their own teaching habits. However, some common points were identified. This sort of freedom was really indispensable, since the different classes have different characteristics, with diverse problematic issues which should be solved from the point of view of sustainable waste management and waste prevention. This school is quite a small one; from the 1-6th grade they have only one class. In the first grade practically nearly all pupils eat breakfast, lunch and snack at school, whilst in the 6th grade it is cool to bring food from home. The same tendency could be realised in case of plastic wrappings and bottles. In the higher grades, students bring every day new bottled refreshments. In first grade, this is not a problem.

In the preparation phase teachers worked out a special software programme, which could solve the role of motivation without giving any objects, reward for the children avoiding the generation of further waste streams. The program covered a picture with 100 pieces of black rubbish cubes. The students, who could fulfil the requirements of their class, could click on one of these cubes releasing one piece of the picture covered with black.



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So regarding rewarding, teachers used the innate curiosity of children, which sometimes could be an even bigger motivation than any other special prize. Children were really excited to get to know what the picture depicted, so for one week they were urged to act accordingly to the expectations. Of course each class got a different picture to reveal, which were in fact one animal which could be saved thanks to their environmental conscious behaviour. The correlation of sustainable waste management and environment was also emphasised.

## When to click in the 1st class:

Pupils can click on the black cubes if they take the right portion of food to their plates; and if they eat it all. After 2 days, only pupils whose tablemates finished their dish as well as not generated food waste could click.

## When to click in the 2nd- 5th class:

If students didn't use any plastic packaging; for instance they used reusable packaging like lunchbox, or they substitute this material with recycled paper, they used drink bottles.

## When to click in the 6th class:

If students really avoided plastic packaging, they could click 3 times, 2 clicks could be done if students used reusable lunchboxes and drink bottles, 1 click could be made by those who bring one-way drink bottles which were cleaned, trampled flat and put to the proper separate bin for recycling.

It could be seen that in this case the waste hierarchy was taught in a way that 12 year old children could understand. Of course, the fulfilment of each requirement should be checked by the teachers, and the clicks could happen only under their supervision.

Apart from this common issue, there were different other programs:

- brainstorming: what could we do to prevent waste generation: practical tips from teachers and students
- in the lesson of natural studies students could discover the route of a plastic bottle from preparation till the shelves,
- in Maths lesson children calculated that 1 cubic meter of bottled water costs approximately 200 euros listing the factors which contributed to this high amount.
- in English lesson, the dedicated topic was environmental protection, sustainability and waste management
- in the 6th class, a presenter was invited to introduce the waste situation in Hungary and in Europe emphasising the importance of acting correctly.

In the afternoons workshops were held, where students and even their parents could take part and prepare bracelets, toys, and ornaments out of plastic bottles. For these initiatives the PET bottles should be collected in advance. At the end of the week a common schoolwide event was organised, where children could show each other their masterpieces, and they could summarize what they learned.

## 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 (please specify):



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All together 120 students and teachers were involved in this action. The biggest achievement is that everyone in the school got involved. Even the parents got to know this initiative, some of them were even actively involved.

Since the actions were tailor made to the characteristics of the different classes, students enthusiastically fulfilled their tasks throughout the whole week.

By teaching them the importance of right portioning (it is better to take twice, than throw to the bin the half) no food waste has been generated by the 6 year old. According to estimations, 10 kgs of food waste has been prevented, meaning 38 kg of CO<sub>2</sub> equivalent. Not to mention the positive effect of the lessons in this respect to the other classes as well. The realised 600 click means 600 different actions for nature.

The initiatives were accepted so well, that some teachers had the willingness to continue them as a tradition. The compiled software could be used in the future as well; just the picture should be exchanged.

For the workshops, many PET bottles were reused creatively. The remaining waste is put to the separate collection bin.

## 6. Reasons why the action has been selected for the EWWR 2014 Awards:

### a) Visibility and communicational aspects:

All the staff (teachers) was involved in the procedure right from the start. All the different initiatives were agreed uniformly, so everyone became dedicated to this action. The parents were also informed about the ongoing event.

Last but not least, students were also involved in the programs actively. Since the action was implemented within their everyday school life, they could not exclude themselves from it.

Another inventive communicational aspect is the software itself.

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

The action has the objective to put waste reduction in the first place, and then reuse and recycling also appeared in practice. Apart from talking about these issues, students were motivated to realise the tips and suggestions in their everyday life.

### c) Originality and exemplarity:

The strict focus on "tailor made prevention" made this action unique. Each class had to fulfill different requirements. Children were really excited to get to know what was on the picture. Also, children could meet the different aspects of waste management during the whole week with diverse lessons (English, Environment Studies, and Maths.)

### d) European reproducibility:

The action could be realised in all primary schools of Europe, all you need is enthusiastic teachers and properly motivated children.

### e) Lasting impact:

One of the most important impacts of this action is that it united those teachers who separately worked for these types of awareness raising issues. A common thinking procedure started, which strengthened these isolated initiatives and multiplied the effects. Moreover, since all students and teachers were directly involved in



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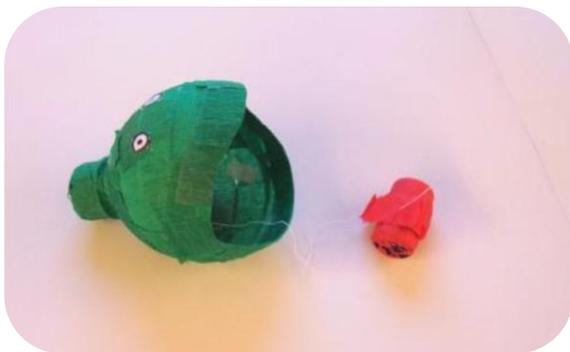
this action, even those started to think about these issues who had never done this before. Since parents were also involved in and informed about the preparation, the topics of sustainability might also occur at home e.g.: at the dining table.

Since the actions were implemented so successfully with wide interest from the children, in lower grades the actions will continue even after the week. So the importance of waste prevention and the proper waste treatment infiltrates into the everyday life of students.

## f) Motivation:

One of the tools of motivation was the innate curiosity of children itself without generating any waste by the tangible prizes: they were really excited to get to know what the picture depicted, so for one week they were urged to act accordingly to the expectations. Moreover, through brainstorming activities, students could also motivate each other to act in an environmental-friendly way.

These positive patterns will be taken to home and the family members, neighbours and friends could also get to know these initiatives from the experience reports.



**Bottle recycled in a toy**



**Jeans recycled in bracelets**