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# Sustainability calendar

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# Sustainability calendar

Duration	90 minutes (8-9 y.o.) 60 minutes (10-12 y.o.) (different sessions)
Target group	Students from 8 to 12 years old. Students are able to read, use scissors, some also the cutter
Connection to curriculum	<p>This activity can be implemented during art, science, math lessons</p> <p>In this activity the students work on the following set of skills:</p> <ul style="list-style-type: none"> <li>➤ cooperation</li> <li>➤ communication</li> <li>➤ critical thinking</li> <li>➤ creativity</li> <li>➤ hand skills</li> <li>➤ leadership</li> <li>➤ team work</li> <li>➤ time management</li> <li>➤ self-esteem</li> <li>➤ etc.</li> </ul>
Particulars	<p>Participants (teachers and students) were informed in advance that they would be involved in group activities on the topic of sustainability. Students were then asked to begin collecting recycled/waste materials and their respective teachers to divide the children into groups of 4 maximum 5 each beforehand. The 4 workshop sessions have taken place in class.</p>

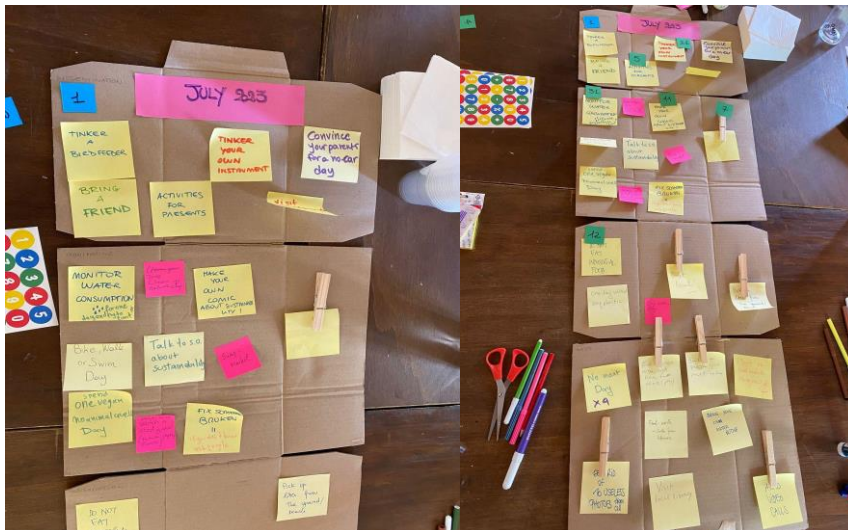


Figure 1,2. Outcomes from workshop to tinker a sustainability calendar, TINK@SCHOOL Consortium, Milan, June 2023



Figure 3. Outcomes from tinkering workshop at «Pablo Neruda» school, Rome (IT)

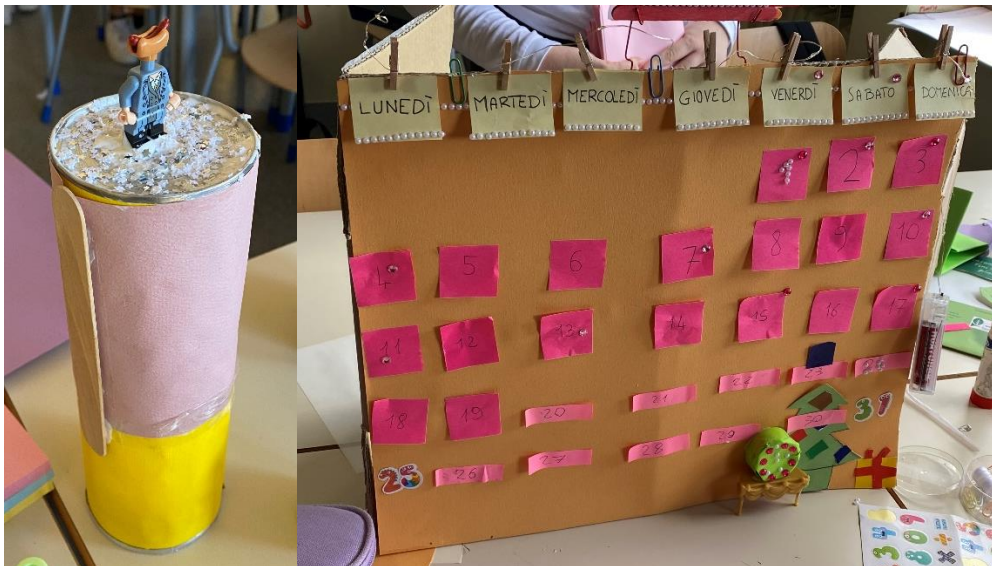


Figure 4. Outcomes from tinkering workshop at «Anna Michely» school, Rome (IT)

### Outline

In this activity the students create a ‘sustainability calendar’ using the tinkering approach, focusing and promoting concepts such as recycling, saving water, saving electricity, and repurposing clothing and products. By tracking progress towards sustainability goals, the students can identify areas for improvement.

The ‘sustainability calendar’ can include a range of activities around the following topics: reducing energy consumption, conserving water, reducing waste, using sustainable transportation, and supporting local and organic food systems. Days such as Earth Day or World Environment Day, can be used to raise awareness and encourage participation.



### Connection with sustainability

- The students use recycled/waste materials to create sustainable calendars
- The students think about sustainable actions, to what extent they are effectively committed into them and whether they adopt sustainable behaviors as much at home as at school.

### Health and safety

Hazard	Controls
Craft knives are sharp, the students can cut themselves	Adults are required to provide appropriate supervision and support during the tinkering sessions.
Needles	

### Essential materials

Item	Comment	Total
Recycled Paper	Ask a local offices or libraries if they can collect paper or have old flyers and posters	Enough for each group to craft with
Cardboard	Old boxes, etc.	2 per group
Clips or Binder Rings		5 per group
Re-used decorative Materials	Corks, crowncap, string, colorful packaging, posters, magazines, folders, postcards,	several
Cotterpins		three boxes
Recycled materials	plastic cups, packaging etc	several

### Essential tools

Item	Comment	Total
Crayons		1 set per group
Scissors		3 per group
Thread or rope		3 per group
Cutting mat		1 per group
Craft Knife		1 per group
Paper Trimmer		1 per group
Glue		3 per group
Eraser		1 per person
Ruler		1 per group
Hole Puncher		1 per group
Tape		



### Preparation

Group tables and arrange them in the classroom to ensure group work. Incentivize the students to walk around and observe. Distribute the materials on the different “work stations”. Arrange the dangerous one on the teacher's desk. Sort the materials to give a clear overview which materials are available.

Prepare some examples to be showed to the students.



# Activity Plan

## Introduction

Begin by discussing the concept of sustainability and its importance in taking care of our planet. Ask questions like, "Have you ever thought about ways we can help the environment?" or "What actions do you think are sustainable? What are some sustainable actions you do at home? At school? In the neighborhood?"

Divide the students (max 20) into groups of 4/5 and let them create a word cloud about sustainability. Encourage students to brainstorm and share their ideas for sustainable actions they can take. This could include activities like recycling, conserving water and energy, planting trees, reducing waste, or spreading awareness about sustainability.

Then explain the assignment and prompt and let them have a look at the materials.

**Prompt to start the activity:** Create a calendar or other way\* to keep track or stimulate people to take more sustainable actions.

- Duration: between 60 and 90 minutes
- Show some examples (see appendix) to the students.
- Give some suggestions to get them started:
  - Who are they making the calendar for? (e.g. school, their family, themselves)
  - What kind of actions do they want to record or stimulate with the calendar? (recycling, reusing, but also engaging people to be more sustainable, organize picnics, enjoy nature, spend less time in front of the screens, help the elders). How do they want to stimulate the actions? (track actions on the calendar, fun encouragements, track appointments or trash collection dates.)

\* Other ways can be: a chart that shows how much you recycle, award board, board with notes with chores. see appendix.

## Managing the activity once it is in progress

The facilitator guides the students during the tinkering process by offering assistance in brainstorming ideas, using the materials, and troubleshooting any challenges they encounter. They should foster an environment that celebrates creativity and encourages students to think outside the box. Inspire them to come up with unique ways to represent sustainability on their calendars, whether it's through artwork, symbols, or innovative ideas.

It is important to encourage students to share their progress and ideas with their peers.

- Pay attention to safety, students work with tins or scissors, which are sharp, and glue guns, which get hot.
- Indicate every 10 - 20 minutes how much time is left.
- Observe the groups and know what students are working on, and whether students are frustrated or stuck.
- Use comments and questions to get students thinking about possible solutions or to help them articulate their goals or problems:



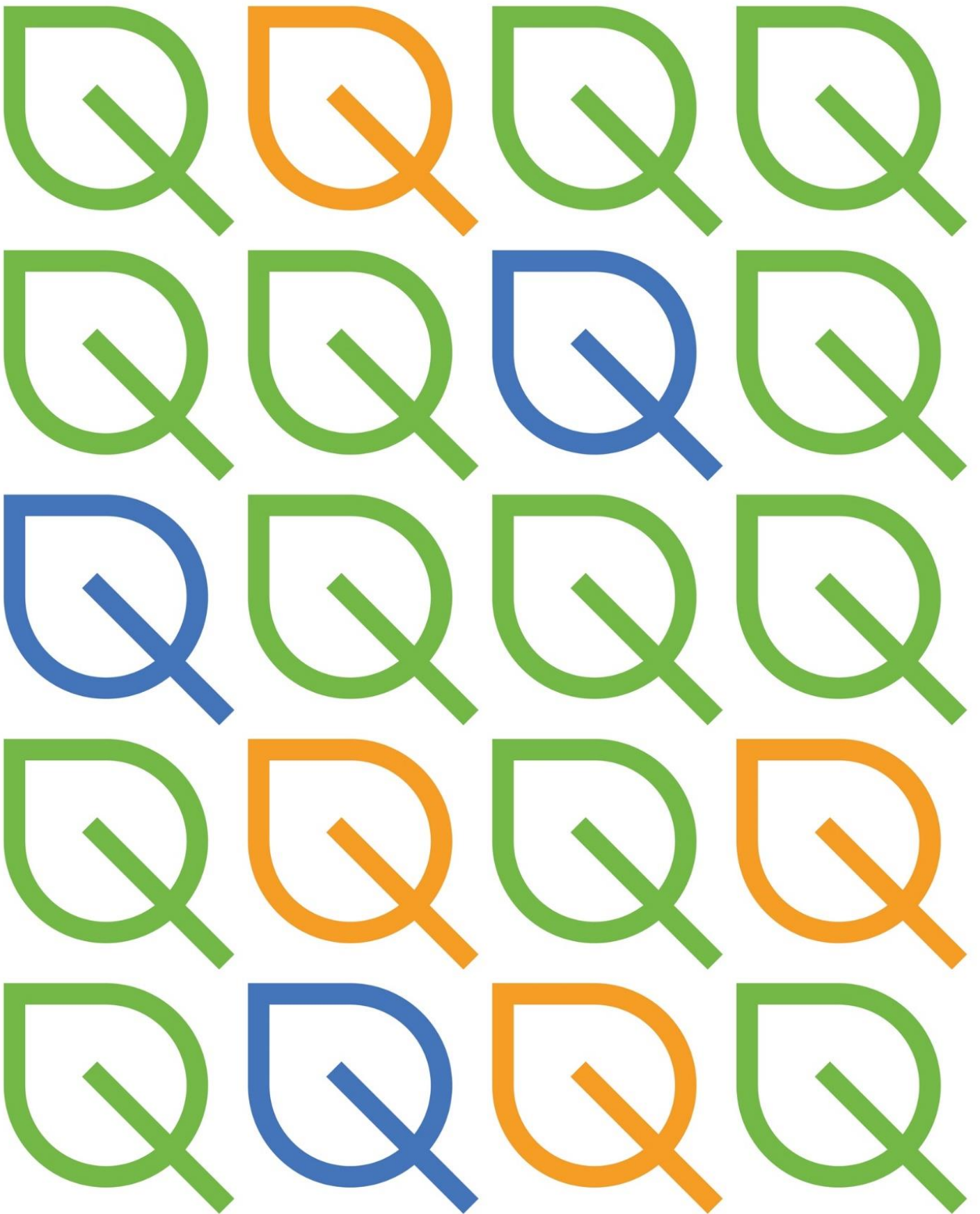
- **Pose questions instead of answers:** what message do you want the calendar to help you convey? What kind of time frame helps you most to remember to have sustainable behaviors?
- **Create a supportive and inspiring environment:** *I really like how you are using the material.*
- **Help in case of frustration and failure in a positive and productive way:** *why do you think this is not working for you?*
- **Encourage learners to pursue personal interest:** *don't worry if you think it might not work, have a go anyway.*
- **Encourage collaboration:** *maybe you can ask the other group how that worked for them.*
- Encourage students to look at other groups or the material tables if they get stuck.
- Write down events or statements from students that stand out, to use when discussing the activity afterwards. (E.g: If you saw them working together really well, or overcoming a frustration.)
- Have the groups round off after 60-90 minutes. In case students finish earlier, the activity can also be stopped earlier, let it depend on the group.
- Tips for guiding this particular activities:
  - See appendix for examples of “Sustainability calendar”
  - Clothespins, rubber bands, glue, thumbtacks work really well to connect things
  - The use of colors and decorations (i.e., stickers, glitter) increased the level of engagement
  - Key words on the theme of sustainability helped artifacts as better express the concept of sustainability
- Clean up, make sure that materials that can be used again are not thrown away and paper scraps are collected in the paper trash.

## Conclusion

As the facilitator or participant, concluding the tinkering activity is an opportunity to reflect on the journey and acknowledge the accomplishments. Reserve some time for participants to share their tinkering calendars and discuss their experiences. Encouraging them to talk about the sustainable actions they tracked, any challenges they faced, how they overcame them, and the progress they made. Before the tinkering session ends, encourage students to reflect on their own sustainable goals and actions.

Specifically, highlighting the sustainable actions they undertook and the positive impact they made and emphasizing that every small step towards sustainability matters and that their contributions are valuable. Engage participants in a conversation about their plans for continuing their sustainability journey beyond the tinkering activity. Encourage them to set new goals and explore further sustainable actions they can take in their daily lives.

Follow-up activity: Let the students use their own calendar or the calendar from another group to track their activities for two weeks. After two weeks, discuss what actions they did and if they did more than they did before.



# Appendix





## Appendix    Examples of possible outcomes



@Amazon



@Freepick

Figure 5. Examples of hand-made calendars

See <https://pin.it/6bVZY2hio> for more ideas.



# Colophon

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