



## **ACTIVITY 2.A** *Flower of sustainability*

### *for* **Module 2:** **What is a Sustainable School?**

**General description:** This activity is exclusively designed for teachers. Through analysis of a model for continuous improvement, called “The Flower of Sustainability,” teams will analyze resources they use and the needs of this project in their school; also, they will identify the steps that should be taken to transform their school into a more environmentally-friendly operation.

**Materials:**

None – the only material that will be used is a sheet of paper with a picture of a flower on it.

**Duration:**

To read the activity (10 minutes)

To do the activity (60 to 90 minutes)

**Location:** The activity can be done outside or inside the classroom; the important thing is that everyone on the team has a copy of the activity and a note-taker is assigned.

**Pedagogical method:** Analysis.

**Instructions:**

The activity is done in a team; ideally, the team could be comprised of those pioneering the project of sustainability in the school. It is important, however, that the team is comprised not only with teachers but also with maintenance and administrative personnel. There are areas of the school’s operation in which it will be necessary to have access to quantitative information such as: waste volume, water management, electricity bills, etc.

On paper, the note-taker starts taking down ideas that come up as a result of the activity. Subsequently, another person is in charge of transferring the notes to the picture; this will create the the flower of sustainability.

The first step is to observe the flower. The teams will see that the stem emphasizes reasons or needs for wanting to do the project in the school. In the notes, they will find organizations and people who can support the project in addition to the workteam.



In each one of the petals they will see a stage that the sustainability project will go through; this is a continuous cycle of improvement.

Once the priorities are recognized and the people who can help support the execution of the project are identified, the teams analyze the four phases, each one represented by a petal on the flower:

First Phase: Motivation

Second Phase: Reflection

Third Phase: Diagnostic

Fourth Phase: Action

### **Reflection**

It is important to be creative in this process. The children learn to play, act, imitate, and experience. Tools like theatrical performances, stories (ones that are read to them and ones they write themselves), group dynamics, outside games, museum outings and service projects in the city, are essential.

By doing this exercise the work team will become more integrated and they will have shared their ideas, ambitions, and worries about each phase in the project. From start to finish, we suggest that you supply each team with a work folder for the project. In this folder, they can compile all the activities and exercises that the workteam or the Committee does throughout the school year.