

# MISSION: TO BUILD A SUSTAINABLE FUTURE

## AIMS

- To teach the students to work as a team to achieve common goals.
- To see how, as consumers, we can influence the development of sustainable methods of production.
- To introduce students to professional and academic careers related to social economics and sustainable consumption.
- To develop a more project-based methodology.

## MATERIAL

- The video 'Economía Circular: descubre lo que es antes de que reviente el Planeta', available on YouTube:  
<https://youtu.be/Lc4-2cVKxp0>
- The class mission notebook can be downloaded at:  
[www.unicef.es/educa/1001proyectos](http://www.unicef.es/educa/1001proyectos)

## SUPPORT MATERIAL

- The Human Rights Education and Global Citizenship Handbook on Education, Climate Change and Children's Rights, available at  
[www.unicef.es/educa](http://www.unicef.es/educa)

Humanity needs a generation that understands the dangers of overexploiting the planet's resources and is committed to creating sustainable business and lifestyle models that respect human rights and the environment. This pursuit of new models speaks to their right to participate, to receive an education, and to live in a healthy environment. The discovery of alternative production and consumer models may also help them choose a rewarding professional and academic career path and reach their full potential in life.

## How to prepare the activity

These optional activities may help to prepare the activity:

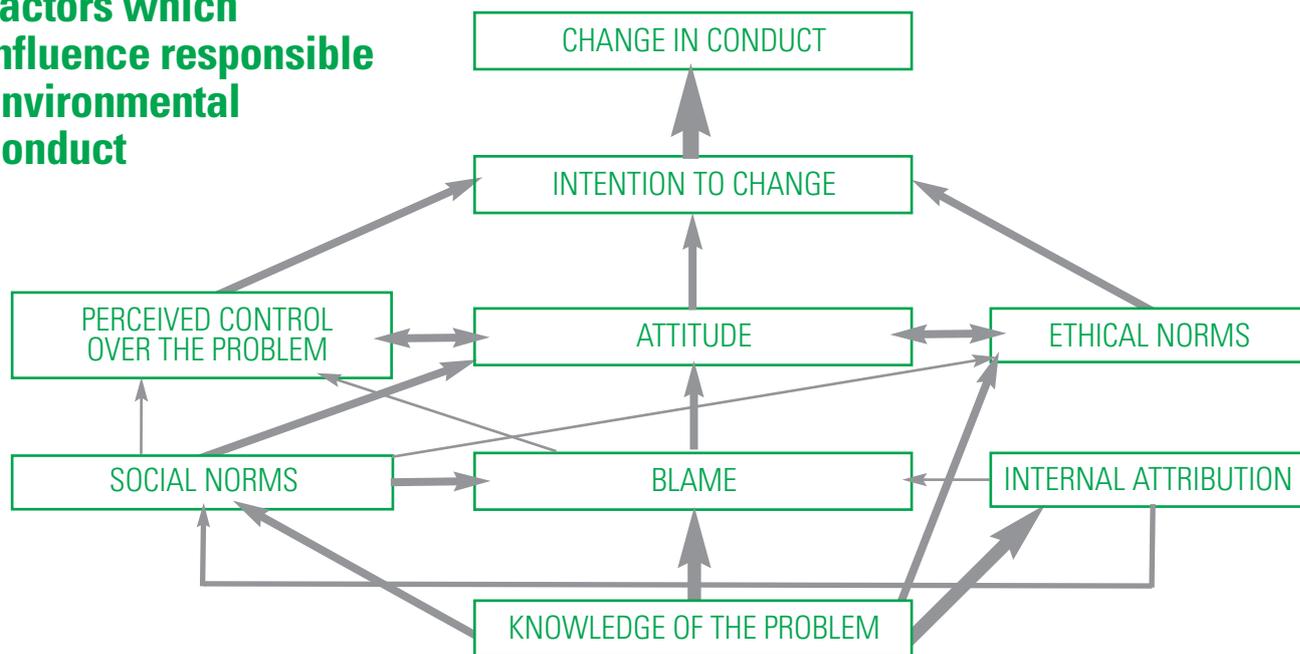
### ■ Learn about different consumer models

Organise a screening of 'Economía Circular: descubre lo que es antes de que reviente el Planeta'. The video reveals some key aspects of how we communicate and react to the issue of climate change: widespread images and messages, information overload, the lack of viable solutions, and our complacency. The ideas and opinions in the video can be used as a springboard for a class discussion.

(Adapted from Bamberg, S. & Moser, G. 2007. Twenty years after Hines, Hungerford, and Tomera: A new meta-analysis of psychosocial determinants of pro-environmental behaviour. *Journal of Environmental Psychology*, 27: 14–25.)

The thickness of the arrows in the diagram indicates the degree to which one factor influences another (the thicker the arrow = the greater the influence). 'Internal attribution' refers to the degree to which we accept responsibility for the problem. 'Perceived control of the problem' reflects the degree to which we feel we have the power to carry out an action, and also refers to knowing what to do and how to do it.

## Factors which influence responsible environmental conduct



## ■ Discovering what moves us to action

Use this diagram which shows how, once we are familiar with a problem, different factors bring about changes in behaviour:

- Is knowing that an environmental problem exists enough to get us to do something about it? What is the major factor in bringing about changes in conduct?
- What happens when we are told about a problem but are not given the chance to do something about it? And what about when the problem is beyond our control?
- What can we do as consumers? What about as students?

## ■ Finding inspiration

Tell your students about Elif Bilgin and the Wijzen sisters, who have stopped environmental destruction in ways secondary students could emulate.



### *Elif Bilgin*

*Elif Bilgin has been passionate about science since she was a child. Her interest in the environment and her concern about climate change have led her search for an alternative to plastic. After two years of testing and researching, at the age of 16 she has managed to produce her first sample of a bioplastic based on banana skins.*

*'My goal was to develop a method of using banana skins to produce a bio-plastic material to replace conventional petroleum-based plastic. Eventually I was able to design a method and produce the new plastic. The method is so simple that you can do it at home so anyone can use it. We can save the planet from the harm caused by the production of petroleum-based plastics.'*

*'I want to study bio-medicine so I can use technology to benefit mankind.'*



### **Melati and Isabel Wijsen's**

Melati and Isabel Wijsen's mission is to get rid of the plastic bags that are polluting the sea around the island of Bali (Indonesia) where they live. 'Never let people tell you you are too young to understand', says Isabel. 'We're not saying it's easy. What we're saying is that it's worth the effort'.

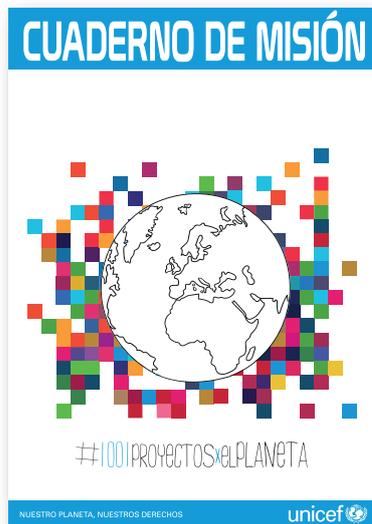
When they were 10 and 12 years old, the sisters got their class to send off petitions and clean the beaches. They even went on strike until they managed to convince the governor of Bali to declare the island a plastic-bag-free zone in 2018. They designed a sticker for local shops to inform their customers that they do not supply plastic bags.

At the moment, the Melati and Isabel are working on an educational booklet for primary school students which explains pollution and effective waste management and shows them how to make shopping bags out of biodegradable material. 'No change is possible without education', Melati adds.

## **How to develop the activity**

The class designs, plans, and executes an environmental project which can be carried out locally and allows them to exercise their right to participation and a healthy environment. The class decides on a set of common goals and each pupil decides on individual objectives and responsibilities.

# **The mission notebook**



After listening to the inspiring stories, and learning about the sustainable economy and the mechanisms that come into play when we act on environmental issues, work can begin on the class's own particular mission. There is time during the first school term to divide the class into groups, decide on goals and a working methodology, and present the project on **November 20, Universal Children's Day**. However, if this is not possible, any other time of the year is also suitable.

The class mission notebook can be downloaded at:  
[www.unicef.es/educa/1001proyectos](http://www.unicef.es/educa/1001proyectos)

Don't forget to share your class's project on [www.unicef.es/educa/blog](http://www.unicef.es/educa/blog) or on social media using the hashtag #1001proyectosXelPlaneta so that other schools can see what you've been doing and use it as inspiration for a climate change project of their own. **We can change things if we do it together!**

# #1001proyectosXelPlaneta