



# EWR Good Practices and Case Studies

## SUSTAINABLE ART ALPHABET

### 1. Details of the Action:

EWRW Coordinator: Agència de Residus de Catalunya  
Name of Action Developer: Col·legi Sant Josep  
Name of action: EWRW Sustainable Art Alphabet

Nominee **category**: EUROPEAN SPECIAL PRIZE

European Special Prize: Yes  No

Dates of action: 19-30 November 2018

Website: <http://collegisantjosep.blogspot.com/>

#### **Location of action**

Place of implementation:

- École Saint Paul, Cesson, France
- Kummun koulu, Outokumpu, Finland
- Scuola Primaria Sedilo and Scuola Primaria Ghilarza, Italy
- 1st Primary School of Pyrgos, Pyrgos, Greece
- The Netherlands: KC De Groote Wielen, Rosmalen, The Netherlands
- Col·legi Sant Josep, Navàs, Catalonia

City: Cesson – Outokumpu – Sedilo – Ghilarza – Pyrgos – Rosmalen - Navàs

Region: Île-de-France - North Karelia - Sardinia – Sardinia – Elis - North Brabant - Catalonia

Country: France – Finland – Italy – Italy – Greece – The Netherlands - Spain

### 2. Action's Theme

- Reduce – Strict avoidance and reduction at source
- Reuse – Reuse and preparing for reuse
- Recycle – Waste sorting and Recycling
- Clean-up activities
- Thematic Focus 2018: Hazardous Waste Prevention: Time to detox!

### 3. Action Description

The EWRW Sustainable Art Alphabet was part of the **E-Twinning project** called **“We are art”** where kids had the challenge to learn and work with different art disciplines in order to enhance our environment with less waste and achieve a more sustainable world. The motto of the project was *“Every child is an artist. The problem is how to remain an artist once he grows up”* (Pablo Picasso).

The cooperative and collaborative work helped them to enhance their communicative skills in a foreign language, English and also in ICT competences. The project let students to feel love and passion for art and wake up their creative and imaginative site.

EWRW Sustainable Art Alphabet was one of the multiple tasks programmed within the project. It was set up during the month of November and its main goal was making an alphabet where both art and environment were present. In this way we were able to work both with **artistic techniques and sustainability** with the students.



Students from partner countries cooperated **designing artistic letters and creating messages focused on sustainability** (for example: how to reduce our waste, how to improve our environment...) which were recorded by other partners from other countries. The alphabet had the form of an E-book that included the artistic letters, the message and its recording. The whole alphabet is now exhibited in our schools boards, school websites and on twinspace.

There were different tasks to complete the alphabet. The first one was drawing and decorating/painting the letters. In this part, the children had fun experimenting with different materials and techniques and just being creative. For each letter of the alphabet they thought of a word that could relate to nature, waste or sustainability. Raising awareness of the importance of waste reduction for the wellbeing of the planet was key in this part. Together, they thought of messages that could reflect their concerns.

Here are some examples of the messages:

- **D: Dolphins** are in danger of extinction because all seas are very polluted.
- **C: Corals** are important. Because of pollution, they are dying. Be careful! Don't pollute the sea.
- **J: Jungles** are disappearing because the people drop rubbish and destroy the natural surroundings.
- **N: Nature.** It can only stay green if we keep it clean.
- **R: Reduce, Reuse, Recycle** can help us to protect the environment.

The messages that the other schools did, were recorded by the children in the classroom.

The result is a collaborative and colourful e-book between 7 schools from 6 countries that spreads awareness to take care of the planet.

Also, in each school there were **complementary actions** during the EWWR 2018. In the Catalan school, 12 year old students wrote 4 plays about the importance of reducing our waste, and they went to all the classrooms in the school to represent it. This action was part of a campaign that started in September called "Envàs t'en vas" which **aimed to reduce the food packaging and single-use packaging that students bring for breakfast at school**. The ultimate objective was to promote a more conscious consume in the students and their families.

In **Greece**, an oil collection to recycle and plastic taps collection for donation was organized. In **France**, a dry bread collection was organized and took part in the collection campaigns of Terracycle to recycle writing material and bricks. **Finland, The Netherlands and Italy** also did complementary actions during the EWWR.

#### 4. Reasons why the action was selected for the EWWR 2018 awards

##### a) Visibility and communication:

This action reached a large amount of people as it has been spread to all the 6 participant countries schools, websites, parents etc. 150 students aged 9-12 years old from 7 schools across Europe worked on this collaborative project.

The school has a blog where they highlight their participation in the E-twinning projects and



The schools made a video of the process of making the letters and it was published on Youtube.

**b) Originality and exemplarity:**

It represents an innovative way of working together, cooperating and collaborating. Creating the EWWR alphabet had the great challenge of join all the groups of students and working as a huge single one. Our foreign language, English, became the source of communication and ICT tools were used to share our common works and elaborate the final product: the ebook of the EWWR Sustainable Art Alphabet (Twinspace, Padlet and Bookcreator)

**c) Lasting impact and follow-up:**

The activity can be spread all over the schools in Europe. Each student, each school, each country can design their artistic sustainable alphabet according to the environmental issues and SDGs goals.

**d) Quality of content:**

Originality, cooperation, transnational work, it integrates the use of ICT, it enhances the artistic side of the participants, it reinforces the passion for art and the passion for the planet where we live.

## 5. Outcomes of the action:

About **150 students of primary schools** were involved into this action. The students have learnt the importance of taking care of our planet and are conscious of the existing problems regarding waste. Although this action did not avoid any specific waste, it created a conversation about sustainability and waste with a great number of students. This surely will have impact in their families too, which will learn from their children.

If every school in Catalonia (20.758 total schools) did this project, the number of student that could learn about sustainability in a fun way would be enormous and would influence other schools of Europe. The level of consciousness of the students would raise.

All students in the school know the importance of reducing waste, because since 2017 the school is seriously committed for the campaign to reduce waste for breakfast. Every day, the amount of avoided waste is calculated by elaborating charts where every day, the students have to write down what they have for breakfast and the waste they generate. The results during the EWWR 2018 showed that **only the 11% of the students generated packaging**. This is a clear victory compared to the results of last year (20%).

The action of performing plays raising awareness about the waste problem, **reached the 100% of the school** that is formed by **250 students**. If every school in Catalonia made this campaign, we could reach a lot of people (students and their families) to change their habits to multi-use packaging in their daily breakfast. Nearly every child in Catalonia has a sandwich for breakfast every day that is wrapped in aluminium foil. If we could change this habit into carrying a multi-use wrapping system, the impact would be huge.

An evaluation form was created to get the opinion of the students with the majority of them happy with their work in the project. Teachers staff from all the participant countries congratulated the students and teachers involved for this original and useful action.



## 6. Reason for the Nominee as European Special Prize

EWWR Sustainable Art alphabet deserved the Prize for its originality, for the transnational side of the activity. It helped to develop creative and innovative minds of students so that they are able to face future challenges. At the same time it helped building creativity and problem solving to find practical solutions for our planet Earth. Creating an alphabet with sustainable messages fostered the students' creative expression and encouraged them to think about sustainability. It has been integrated into the school curricula and it refers to waste, environment and climate change, topics with an interdisciplinary approach. Apart from that, working with partners from abroad helped the pupils to improve their English level, especially their communicative skills. They also developed their ICT skills using the Twinspace, padlets, bookcreator tools to create the alphabet. The project provided students a new way of learning together, with a sense of responsibility, making decisions and planning their work, taking care of the material and respecting the nature too. The topic of the alphabet combined education and educational aims very attractively.

In 2017 the school of Sant Josep concluded an E-twinning project with Greece about reuse and repair. In total, the participation was of 50 students between Catalonia and Greece. In 2018, they collaborated with **7 schools and 6 countries with a participation of 150 students**. For the school year 2018-19, they will be participating in 3 different E-Twinning projects related to art and sustainability. The school of Sant Josep has a lot of potential and they are motivated to do cooperative projects with schools in Europe. In the future we expect to see them grow and do even more ambitious projects.

At an internal level, the school will maintain the campaign to reduce the breakfast waste of the students. The goal is to generate zero waste from the packaging in breakfasts. The only expected waste is organic, which they themselves manage to make compost.

## 7. Further information and Pictures:

**Twinspace** : <https://twinspace.etwinning.net/71638/pages/page/437284>

**Padlet** where we uploaded the created material one by one:

<https://padlet.com/fvendrel/t23ehcp8u72x>

Hands on!: some **photos and images** while making the letters of the alphabet:

<https://vimeo.com/305252869>



Video of the EWWR Sustainable Alphabet: <https://www.youtube.com/watch?v=vWDH2I-qBHs>

**WE ARE ART**  
art has the role in education of helping children become like themselves instead of more like everyone else.  
- Sydney Guwartz Clemens

**eTwinning**

**EWWR SUSTAINABLE ALPHABET**

France, Greece, Italy, Finland, The Netherlands and Catalonia.

**DANGER!**  
Dolphins are in danger of extinction because all these seas are very polluted.

**LETTER AND MESSAGE:**  
CATALONIA  
VOICE: FRANCE

Keep the environment green, clean and healthy

**LETTER AND MESSAGE:**  
ITALY  
VOICE: CATALONIA

**VOLUME**  
Volume of transports, people and factories is getting higher. It is not healthy for us and the Earth.

**LETTER AND MESSAGE:**  
CATALONIA  
VOICE: FRANCE

Everything living on Earth has basic needs. Humans have caused so many changes that many living things cannot get what they need. Changes have led to the Extinction of many kinds of wildlife.

**LETTER AND MESSAGE:**  
CATALONIA  
VOICE: ITALY

Walk or use your bike Whenever it is safe to do so.

**LETTER AND MESSAGE:**  
ITALY  
VOICE: CATALONIA



### E-Twinning action by country:

- **CATALONIA** : Col·legi Sant Josep, Navàs. 260 students total. 45 participants aged 10-12. Green school. Action disseminated via website, school boards and social media.
- **FINLAND**: Kummun koulu School, Outokumpu, 730 students total, 17 participants aged 9 - 10, two teachers. Action disseminated via school website and social media.
- **THE NETHERLANDS**: KC De Groote Wielen, Rosmalen, 350 students, 25 pupils aged 9-11, two teachers. Action disseminated through the parents' newsletter, the parents'app and through social media.
- **GREECE**: 1st Primary School of Pyrgos, Ileia, Greece. 350 students in total. 20 participants aged 11-12. Action disseminated via teachers' workshop, school website, school boards, teacher's blog, social media.
- **ITALY**: Istituto Comprensivo Ghilarza-Sedilo Sardinia. 550 students total. 42 participants aged 10/11- three teachers. Action disseminated via school website and social media.
- **FRANCE**: Ecole Saint Paul, Cesson. 330 students total. 23 participants aged 9-10. Action disseminated via school website.

### Complementary actions :

1. Action developed in Sant Josep Navàs School : Plays about waste reduction  
<http://mediambientsantjosepnavas.blogspot.com/2018/12/obres-de-teatre-per-la-setmana-europea.html>
2. France : Collaboration with Terracycle  
<https://www.terracycle.fr/fr-FR/brigades/brigade-des-gourdes-de-compote>  
<https://www.terracycle.fr/fr-FR/brigades/brigade-des-instruments-decriture>