

5^a EDICIÓN | PRIMARIA

CONCURSO ESCOLAR

HAZLO VERDE

MISIÓN #SALVEMOSLOS BOSQUES

CAMBIAR TU MUNDO ESTÁ EN TUS MANOS

UNIDAD DIDÁCTICA 1

TEACHING FRAMEWORK



LEROYMERLIN
Da vida a tus ideas

**DEMOS VIDA A UN
HÁBITAT MEJOR**

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4.1 KEY COMPETENCES

4.2 SUBJECTS AND BLOCKS OF CONTENT



Hazlo Verde already carried out three editions focused on SDGs of the five included in the school programme. Not only do we invite students to work on a project to improve their surroundings that involve water, energy, and recycling, but in this third edition, we have embarked on the adventure of **informing the educational community about the SDG**. We did this by publishing **Misión#SomosLaRaíz**

Our next mission, **Misión#PlasticFree**, set out to raise awareness of the impact of plastic waste on our oceans, and explored the **concepts of sustainability and responsible consumption**.

In this fifth edition, we focus our attention on creating an awareness campaign regarding SDG 15 to **teach students about our forests and their rich diversity**, and the importance of conserving the **sustainability** of their resources.

Once again, we are inviting you to be part of this new mission.

Misión#SalvemosLosBosques

So that children and young people develop a **sustainable environmental and social identity**. And to do it... We are asking you to create an **awareness campaign featuring SDG 15!**



THE KEYS OF THE PROGRAMME

Project-based learning and learning by being of service to the community, which in this mission consists of creating a poster or a video to raise awareness, will help schoolchildren to develop team working skills and to take on responsibilities. It will boost their self-confidence, critical thinking skills and make them aware of their involvement and participation in today's society.



If there is anything that Hazlo Verde is sure of, it is that we can change our world, **because it is in our own hands. With the help of students and teachers, we can do it!**



**That's why your help is so important
to this new mission!**
**Because we want to inspire each
and every person to help create an environment
where we can live better.**

With generosity, closeness, collaboration, and an ambition to transform things, we can change our surroundings and convince our communities that **sustainability is not an option. It's the only way to make this change happen!**

Because thanks to initiatives like this one, we are helping students and the communities to **see the world differently**, changing their surroundings by adopting **new perspectives and attitudes to transform their environments.**

Sustainability and responsible consumption are two key areas where we can have a **positive impact on society**. In this edition we are focusing on forests, which not only produce **oxygen and biological wealth** by maintaining ecosystems, but also provide us with resources for living and the economy. **Hence the importance of sustainable forest management.**

Sustainable development expresses Leroy Merlin's commitment to people and to the environment. This commitment is embodied in an **Environmental Policy**, which focuses on three areas: **responsible consumption, the circular economy and climate change**, with clear actions and specific goals.

They contribute to the **Sustainable Development Goals (SDG)** in the same way that schoolchildren project their improvements in the educational community environment.

That's why, this fifth edition will transmit the importance of forests and the **sustainable management of all wood used for economic activities.**

3 EMPOWERING STUDENTS AND COMPETENCE-BASED LEARNING

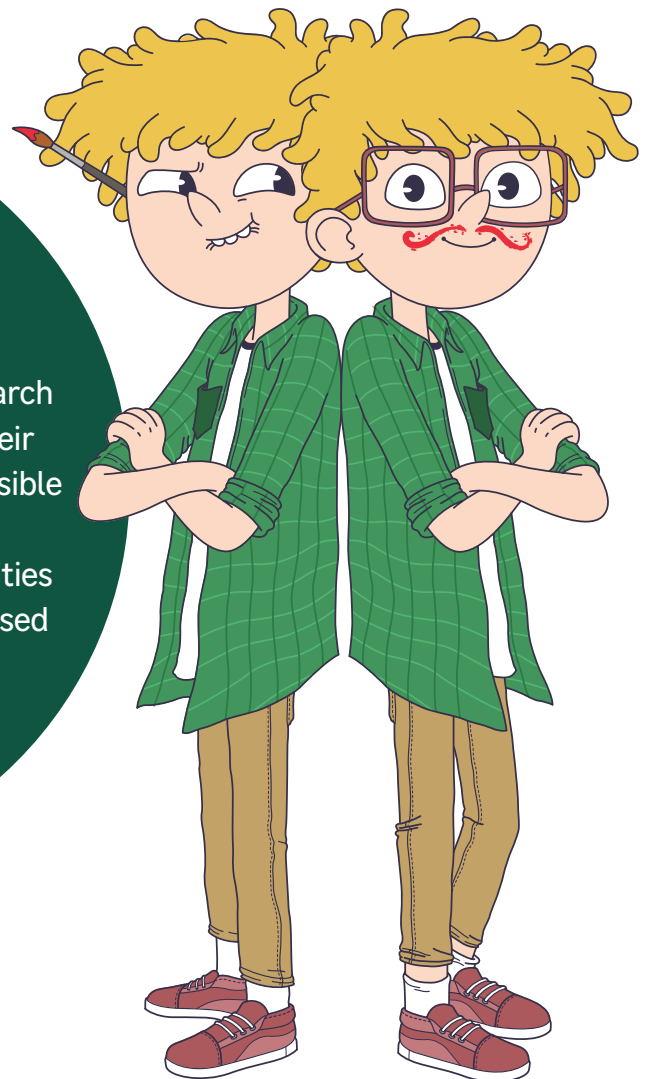
Key competencies for **permanent learning** focus on **strengthening competency-based learning**, which are integrated in elements of the curriculum to encourage a renewal of teaching practice and teaching and learning processes.

Among other objectives, this competency-based learning is designed to cultivate **citizen participation** by providing an all-round education based on the key competencies of knowledge and interaction with the physical world, learning to learn, and social and civic competency.

In practice, these competencies combine practical skills, knowledge, motivation, ethical values, and other social and behavioural components that they acquire through **active participation in social practices**.

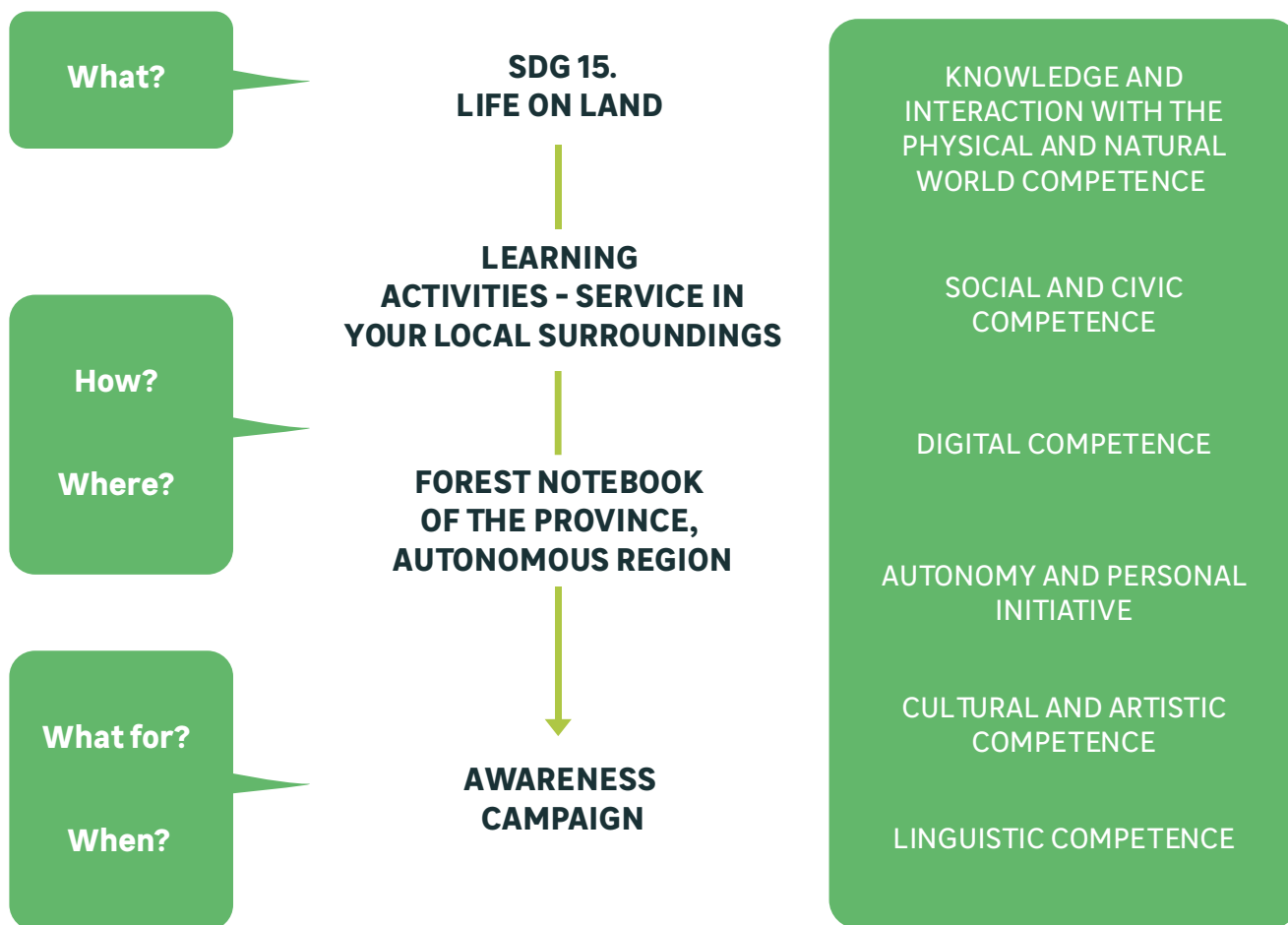
In this edition's teaching units, we provide you with numerous links to websites to enable your students to research SDG 15, the condition of the forests in their surroundings and our own roles as responsible consumers.

The results of this research and the activities we suggest in the teaching units will be used to create your awareness campaign.





4.1 KEY COMPETENCES



4.2 SUBJECTS AND BLOCKS OF CONTENT

PRIMARY STAGE

SUBJECT	BLOCK OF CONTENT	CONTENT, CRITERIA AND LEARNING STANDARDS			LIST SDG
NATURAL SCIENCES	3. LIVING BEINGS	Towns, communities and ecosystems. characteristics and components of an ecosystem.	Observe and identify the main characteristics and components of an ecosystem.		15. LIFE ON LAND AND LAND ECOSYSTEMS
		Ecosystems, meadows, ponds, forests, coasts and cities, and living beings.	Recognise and explain some ecosystems: meadows, ponds, forests, coasts and cities and the living organisms that live there.		
		The biosphere, living organisms' different habitats.	Observe and identify living organisms' different habitats.		
			Identify and explain some causes of the extinction of species.		
SOCIAL AND CIVIC VALUES	2. LIVING TOGETHER AND SOCIAL VALUES	Contribute to environmental conservation, maintaining a critical attitude to lack of respect.	Analyse, explain and present the causes and consequences of human intervention in the environment.	Carry out critical research into human intervention in the environment and communicate the results.	15. LIFE ON LAND AND LAND ECOSYSTEMS
				Put forward arguments in favour of defending and ecological balance and environmental conservation.	
		Make responsible use of natural assets, understanding and interpreting events, analysing causes and predicting consequences.	Show interest in the surrounding nature and feel an integral part of it.	Understand the importance of conserving natural assets.	
			Propose initiatives to participate in adequate use of natural assets and providing grounds for these.		
SOCIAL SCIENCES	2. THE WORLD IN WHICH WE LIVE	Sustainable development.	Explain the influence of human behaviour on the natural environment. Identify sustainable uses of natural resources. Propose a series of measures necessary for the sustainable development of humankind, specifying their positive effects.	Explain the sustainable use of natural resources. Propose and adopt a series of measures and actions that will improve environmental conditions on our planet.	9. INDUSTRY, INNOVATION AND INFRASTRUCTURE
		Problems caused by pollution. Climate change: Causes and consequences.	Explain the consequences of our actions on the climate and on climate change.	Explain the causes and consequences of climate change and the action responsible for stopping it.	13. CLIMATE ACTION

4.2 SUBJECTS AND BLOCKS OF CONTENT

PRIMARY STAGE

SUBJECT	BLOCK OF CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS
ART EDUCATION	1. AUDIOVISUAL EDUCATION	Approach reading, analysis and interpretation of still images. Understand their meaning and social function taking a critical stance. Capability to create new image based on the knowledge acquired.	Create posters containing a variety of information considering aspects such as size, balance, proportion and colour, and adding texts in the most suitable typography for the intended function.
		Use information and communication technologies in a responsible manner to search for, create and disseminate still images.	Use simple computer programmes to create and retouch digital images (copy, cut, paste, change size, colour, brightness, contrast...) as illustrations for work with texts.
	2. ARTISTIC EXPRESSION	Represent personal ideas, actions and situations using visual language elements.	Differentiate and explain the characteristics of colours, their luminosity, tone and saturation, and apply them with specific intentions in the work produced.
			Understand the symbolism of cold and warm colours and apply this knowledge to transmit different sensations to artistic creations.
		Produce artistic creations following the basic steps of the creative process, experimenting, recognising and distinguishing between the expressiveness of the different materials and pictorial techniques and selecting the most suitable to create the planned work.	Carry out group projects, respecting other people's ideas and collaborating with the tasks assigned.
			Use the most suitable drawing or pictorial techniques for their creations, handling the materials and instruments properly, taking care of the material and the space used.
		Use bibliographical resources, the media, and the internet to obtain information to plan and organise creative processes, and to find out and exchange information with other students.	Organise and plan their own creative processes based on an idea. Gather bibliographical information from the media or the internet. Develop drafts and choose the one that best suits their purposes for the final work. Reject stereotypical elements and be capable of sharing the process and final product obtained with fellow students.

Remember that there are numerous group dynamics
available to you for work on the SDG.

We suggest you check out the teaching materials
from previous editions!

