

5^a EDICIÓN | SECUNDARIA

HAZLO VERDE

MISIÓN #SALVEMOSLOS BOSQUES

CAMBIAR TU MUNDO ESTÁ EN TUS MANOS

UNIDAD DIDÁCTICA 1

TEACHING FRAMEWORK

LEROY MERLIN
Da vida a tus ideas

DEMOS VIDA A UN
HÁBITAT MEJOR

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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 5th edition, we are going to focus our efforts on creating an awareness campaign regarding SDG 15 to **teach students about our forests and their rich diversity**, 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 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.

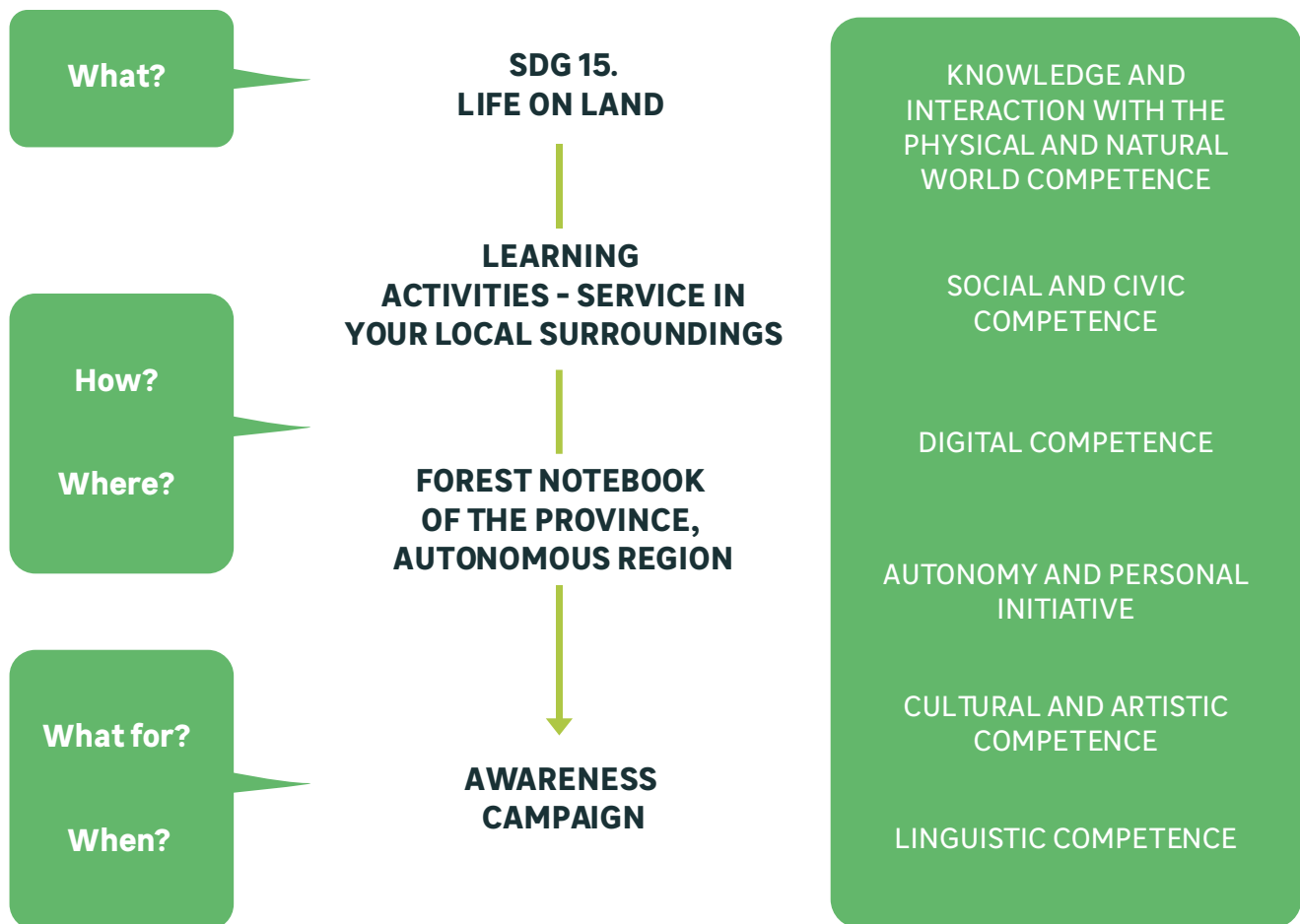
Among other objectives, this competency-based learning is designed to cultivate **citizen participation** by providing an all-round education based on the key competencies of knowledge and interaction with the physical world, learning to learn, and social and civic competency.

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

ESO STAGE

SUBJECT	BLOCK OF CONTENT	CONTENT			SDG
BIOLOGY AND GEOLOGY	6. ECOSYSTEMS	Ecosystem: identifying their components.	Differentiating between the components of an ecosystem.	Identifying the components of an ecosystem.	15. LIFE ON LAND AND LAND ECOSYSTEMS
		Triggers that destabilise ecosystems.	Identify the triggers that destabilise ecosystems and establish strategies to restore their balance.	Recognise and list the triggers that destabilise ecosystems.	
	3. ECOLOGY AND ENVIRONMENT	Actions which are positive for environmental conservation.	Recognise and disseminate actions which are positive for environmental conservation.	Select actions that prevent environmental destruction.	13. CLIMATE ACTION
		Impact and assessment of human activities on ecosystems.	Compare some human activities on different ecosystems, assess their influence and justify the reasons for certain individual and group activities to prevent their deterioration.	Talk about human activities that have a negative impact on ecosystems: pollution, desertification, depletion of resources....	15. LIFE ON LAND AND LAND ECOSYSTEMS
GEOGRAPHY AND HISTORY	2. THE HUMAN SPACE	Human activities: productive areas in Spain. Economic systems and sectors. Geographical spaces by economic activity.	Understand the characteristics of different types of economic systems.	Differentiate between specific aspects and their relationships within an economic system.	9. INDUSTRY, INNOVATION AND INFRASTRUCTURE
		Use and future of natural resources. Sustainable development. Geographical spaces by economic activity.	Understanding of the idea of “sustainable development” and its implications.	Define “sustainable development” and describe key concepts related to it.	12. RESPONSIBLE PRODUCTION AND CONSUMPTION
		The three sectors. Environmental impact and use of resources.	Understand and analyse the environmental problems and challenges facing Spain, their origin and possible ways of tackling these problems.	Compare humanised Spanish landscapes according to their economic activity.	9. INDUSTRY, INNOVATION AND INFRASTRUCTURE

4.2 SUBJECTS AND BLOCKS OF CONTENT

ESO STAGE

SUBJECT	BLOCK OF CONTENT	CONTENTS	LEARNING STANDARDS
ECONOMICS	6. INTERNATIONAL ECONOMICS	The economic facet of the environment: sustainability.	Think about environmental problems and their relationship with international economic impact analysing the possibilities of sustainable development.
TECHNOLOGY	6. TECHNOLOGY AND SOCIETY	Use of raw materials and natural resources.	
		Adoption of habits that boost sustainable development.	
SCIENTIFIC CULTURE	3. TECHNOLOGICAL ADVANCES AND THEIR ENVIRONMENTAL IMPACT	Identify the main environmental problems, their causes and factors that exacerbate them. Predict the consequences and propose solutions to them.	List the main environmental problems with their causes, establishing their consequences. Find solutions that can be implemented to resolve the main environmental problems
		Assess the serious social implications, both present and future, of over exploitation of natural resources, pollution, desertification, loss of biodiversity and waste processing.	Recognise the effects of climate change, establishing its causes.
			Assess and describe the impact of overexploitation of natural resources, pollution, desertification, waste processing, loss of biodiversity and propose solutions and personal and group attitudes to palliate them.
		Argue for the need for sustainable management of the Earth's resources.	Understand and analyse the environmental implications of the main international treaties and protocols to protect the environment.
	5. NEW MATERIALS	Understand the main methods for obtaining raw materials and their possible social and environmental repercussions.	Describe the processes used to obtain different materials, assessing their economic, environmental cost and their suitability for recycling.
ARTS AND VISUAL EDUCATION	2. AUDIOVISUAL COMMUNICATION	Differentiate and analyse the different elements involved in communication.	Identify and analyse the different elements involved in different types of audiovisual communication.
		Identify and use visual resources as rhetorical figures in advertising language.	Design, as a team, audiovisual messages with different functions, using different languages and codes, following the different phases of the project in an orderly fashion (technical script, storyboard, production...). Give a critical assessment of the results. Identify the visual resources used in audiovisual advertising messages.