

WHERE IS BEAUTY - Service Learning planning scheme

Please make a copy of this document, translate it into your language, share it with the involved groups of kids

First, kids will complete the red part - STUDENTS

NEED OR PROBLEM AT THE BASE	Last summer's fires have burned many trees in our town.	
DRIVEN QUESTION	How can we develop, promote and preserve the beauty of nature in our community?	
TITLE	Tree project	
TO WHOM IS IT ADDRESSED?	To the nature	
WHAT DO YOU WANT TO REALIZE?	Reforest part of the burned area.	
WHY COULD THIS PROJECT BE USEFUL? WHAT COULD BE IMPROVED IN THE COMMUNITY?	Reforesting trees can be good because that way we conserve the ecosystem around us.	
WHAT WE NEED TO ASK and WHO CAN HELP	<p>Request: What kind of trees are there in the area?</p> <p>Request: How large was the burned area?</p> <p>Request: How is a tree transplanted?</p> <p>Request: How far apart should each tree be?</p> <p>Request: What happens when an area is deforested?</p>	<p>Municipality</p> <p>Families</p> <p>Associations</p> <p>Teachers</p>
IMPLEMENTATION STEP BY STEP	<ol style="list-style-type: none"> 1. Research about the native flora and fauna. 2. Excursion to the area to take photographs and impressions of the burned terrain. 3. Write an email to the town hall to inform us 	

	<p>of the possibility of reforesting the area.</p> <ol style="list-style-type: none"> 4. Visit by the Councilor for the Environment to explain the environmental impact of a deforested area. 5. Calculation of the necessary trees according to the data of the area to be reforested and the necessary distance. 6. Study and research about the damages of the fires in our area. 7. Reforestation of the area together with the town hall. 	
WHO DOES WHAT roles and tasks	Research and reforestation. evidence taking	
WEBTOOLS THAT WE CAN USE	Google doc, Email, Gennially	
PLACES WE NEED TO USE	classroom, Ruta del Agua area	
HOW WE CAN PRESENT and PUBLISH WHAT WE HAVE REALIZED?	Through social networks: Instagram, Facebook... local radio and website of the project and the school.	
WHY IS IT FEASIBLE?	Because we have the tools and it is necessary	

Then teachers will complete the green part - TEACHERS

TEACHERS AND SUBJECTS INVOLVED	ACADEMIC LEARNINGS	CROSS CURRICULAR LEARNING CONNECTED TO THE SERVICE
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Subject:		Care and respect for the environment.
Language	<ul style="list-style-type: none"> Analyze and evaluate the information received from different spheres of social communication, exposing their personal conclusions about message content and intent; making small news, interviews, reports on topics of close interest according to models. Plan and write own texts in different supports respecting the rules of writing, adjusting to the different communicative realities, using information search strategies and organization of ideas, using ICT to investigate efficiently and present their creations, through projects carried out individually or in a small group, taking care of their presentation and using the dictionary in various media to clarify the meaning, usage and spelling of words. 	Responsibility with the immediate environment. active citizens
Math	<ul style="list-style-type: none"> Solve and formulate mathematical investigations and work projects related to numbers, calculations, measurements, geometry and information processing applying the scientific method, using different strategies, actively collaborating as a team and communicating the developed process. Prepare reports detailing the research process, assessing results and conclusions, using technological means to search for information, record data and prepare documents in the process. 	
Science	<ul style="list-style-type: none"> Know and classify the components of an ecosystem according to their characteristics and recognizing the shapes, structures and functions of cells, tissues, organs, devices and 	

	<p>systems that allow the functioning of living beings, establishing relationships between them to ensure the species and balance the ecosystems, adopting behaviors that positively influence these relationships and the conservation of ecosystems.</p> <ul style="list-style-type: none"> • Interpret, communicate and confront concrete and relevant information, as well as the conclusions obtained on facts or phenomena previously delimited, through the consultation and contrast of different sources (direct and indirect) and show interest in knowing and understanding the reality of their environment. 	
<p>METACOGNITIVE REVISION how will you carry out the metacognitive revision, in order to help kids in learning to learn?</p>	<p>Through active research by the students, the development of their own hypotheses and the creation of activity routes by the students. All this discussing and taking into account all possible options.</p>	
<p>ECONOMICAL ASPECTS</p>	<p>Erasmus Funds</p>	
<p>IS THE PROJECT FEASIBLE? WHY?</p>	<p>It is viable because it falls within the learning criteria and we can count on the collaboration of the Townhall for its implementation.</p>	
<p>WHAT COULD BE</p>		<p>Other stakeholders</p>

REDIRECTED IN ORDER TO FACILITATE AND IMPROVE KIDS' IMPLEMENTA TION?		