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Workshop Title: #REWIND	
Trailer video link: https://youtu.be/vYEQdowkW-A	Presentation Link: *Public, view-only and on Prezi or Google Slides https://docs.google.com/presentation/d/1RKRQUSU4-bJq-qX99VGyRYPCMHTA5RuVOMm5CD289A/edit?usp=sharing
Presentation video:	
Description of workshop (200 words or less): During the #REWIND workshop, students will learn about the different strategies to reduce paper and plastic usage at their school. When trying to reduce these two elements, students encounter many challenges that can be avoided by empathizing with the community. This workshop focuses on telling the journey the Columbus School has taken to reduce paper and plastics, the challenges it has encountered, and how it has learned to solve them through empathy. Students will acquire this learning by participating in an activity that enables them to solve plastic and paper issues in a pretend school. Every decision made will either help them achieve their goals of reducing paper and plastic usage and have a bigger acceptance of their initiatives within the community, or attain solutions to solve the issue faster but with a bigger community resistance.	
Learning Goals (1-3): <ul style="list-style-type: none">- Teach how empathy helps avoid pitfalls.- Strategies on how to reduce paper and plastic usage.- Communicate successful ways of communicating with school staff to put ideas in motion.	Essential Question: What actions can you take to reduce paper and plastic usage at your school to improve environmental health?
Materials: <ul style="list-style-type: none">- Computer- Writing utensil.	Tech needs: <ul style="list-style-type: none">- Projector- If possible mac adaptor for projector.
Educational Outline (15-20 minutes): <ul style="list-style-type: none">- Introduction<ul style="list-style-type: none">- Good morning.. Etc- Driving question.- Previous efforts to reduce paper and plastic<ul style="list-style-type: none">- Cafeteria plastic ban- Paper tracking system- We observed that paper and plastic could be reduced even further.- Empathy<ul style="list-style-type: none">- What is empathy- How does it helps prevent pitfalls- How have we empathized in our new projects.- Reuse, reduce, recycle, refuse	

- Why the fourth r is important.
- How can they be implemented in the community.
- Plastic
 - Goal for plastic at school
 - What steps have been taken so far to reach it.
 - Ideas on plastic reduction.
- Paper
 - Goal for paper reduction at school
 - What steps have been taken so far to reach it
 - Ideas on how to reduce paper and educate the community.
- Introduce the activity.

Active Participation Outline (20-25 minutes):

Real life scenario questions activity:

Objective:

Make students aware of modern global problems that are starting to affect contemporary communities and in a while it would start affecting future societies. The main goal in the game is to get the largest amount of points while getting scenarios completed. At the end of the session, by answering every scenario in the wisest way possible avoiding problems that might slow down your actions all the points will be counted and the group that has more points wins the game.

Description:

Our interactive game consists in a situational real life questions, where each group needs to decide from the bank of possible answers which is the best decision to make in order to have more sustainable school using empathy as the main value. Each group will continue moving forward, and depending on the choices they make, new obstacles and pitfalls will appear, errors they will have to correct and disagreements they will have to overcome. Making decisions is key in order to win the game, making students prepare for real life decisions and problems they might face while making their schools greener.

Materials:

Each group will receive general instructions about how the game works and what is the main goal in order to have a successful game. Also for each round the groups would receive a paper with a real life situation and in the same paper there would be explained different decisions there could be made in order to pass the next round.

- Instructions paper
- Situations papers
- Paper to insert answer
- Utensils to write with

Process:

1. Divide into groups of 4 people, we will choose the groups so that nobody from the same school ends up with each other.
2. Hand each group the first set of scenarios.
 - a. This scenario will have to deal with environmental problems, but within the

groups the first scenario will be the same for all.

3. Depending on the group's decisions the next scenario may vary, each scenario includes different amounts of points. The groups would collect points along the game.
4. When students finish all the possible scenarios, there would be two possible answers. They saved the world by the usage of empathy or they could have done a better job as improving their schools sustainability.

Dynamics:

The most common and easy to sort out scenarios will be handed out first: According to the responses and reactions of the people, new scenarios with harder situations and questions that will follow up the simple problems will be handed out.

- Such are the following themes will be presented in the scenarios:

- Excessive paper usage in the bathrooms
- Recycling paper
- Buying water bottles instead of using a thermos or a water fountain
- Excessive printing or copy making by students and teachers
- Not recycling the paper that can be recycled and saving the paper that can be reused
- The usage of plastic utensils and cups in the cafeteria, instead of cutlery that can be reused.
- How can information be developed through school virtual and paper newspaper
- Involving the community in different projects
- Best Recycles methods
- How elements should be categorized in trash cans
- Long term problems due to paper and plastic excess
- Possible creative methods to recycle paper and plastic

- There is no turning back once a decision from a certain situation has been made, and the results from every choice can end in success or in failure to make your school a greener place.

-As the teams start to come up with different ideas, their respective solution will take them to a new scenario that will mark the respective obstacle they will have to overcome further on in the game.

-Different solutions will be leading to new obstacles in the real life, for new paths will have to be taken, thus the scenarios will become harder and deal more with the people and how they react to change than the mechanics of the systems of water, food, electricity and sanitary products.

- For instance, if some people are in disagreement with the abolishment of plastic bottles and utensils, what actions can the group take to fulfill this empathy step?
- How can the community feel they are involved in the solution, not forced into the problem?
- How can the school administration be convinced that the community will actually perform the change?
- How can the school cafeteria be convinced monetarily that profit will not be lost by stopping the sale of plastic packaged products?
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Conclusion in the activity:

-The team who has successfully completed the greatest amount of points in the different scenarios will be sharing out to the rest of the class the choices that they made from the beginning and the different reasons behind these choices, also, what they think affected their actions. Also they would be sharing what they learned and how can they apply these techniques in their schools.

Prize:

The team that has successfully completed the most amount of scenarios and has shared out to

the class their opinions and ideas, will receive more experience in critical thinking and ability to reason in front of real life situations and problems that they could be dealing in the future. If it's possible at the end of the game we will give them a typical souvenir from Colombia or a little catch or sticker so they don't forget our workshop and ideas.