

# LOLA



## STEP-BY-STEP CARDS

A didactic process for approaching sustainability by investigating social innovation...



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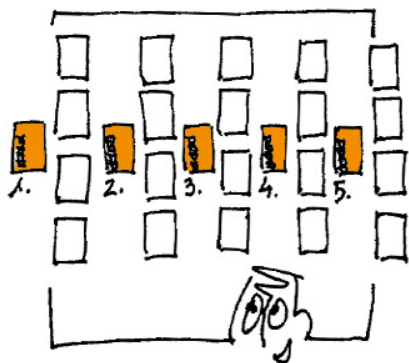
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Sustainable  
Everyday  
Project

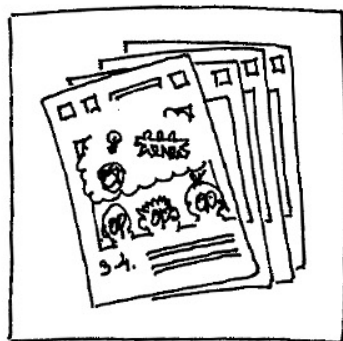
# LOLA step-by-step cards...



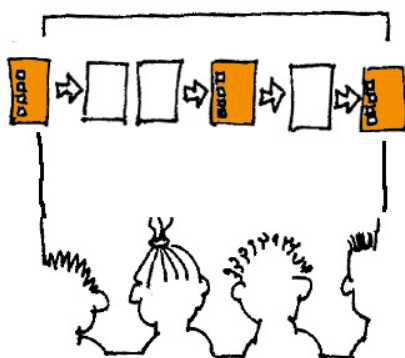
LOLA proposes a didactic process for approaching sustainability by investigating social innovation. This package of cards allows to facilitate the organisation and presentation of this process.



It is made of 5 preparation cards describing what should be done to prepare each didactic session,



and 5 steps of 5 session cards that present alternative ways of organising each session of the investigation with the pupils.



After being defined by the teacher, the process is presented to the pupils and the cards may remain on the wall as a reference guide to the class

# 1. Prepare the didactic process...



Download from the LOLA website the complete teaching pack including Step-by-step cards and Reporter book...



Print the Step-by-step cards and one Reporter book.



Read the cards carefully, play a little bit with them... then build the best combination to suit your didactic purposes and your teaching environment...



Create your schedule:  
when should the project start?  
When should the investigation take place? When should the complete process be finished?



activity:  
in the class



duration:  
some hours

# Identify sustainable lifestyles...



**1.1** ...start with problems. Look at how  
are we living and caring for  
people & planet  
[www.sustainable-everyday.net/lola](http://www.sustainable-everyday.net/lola)

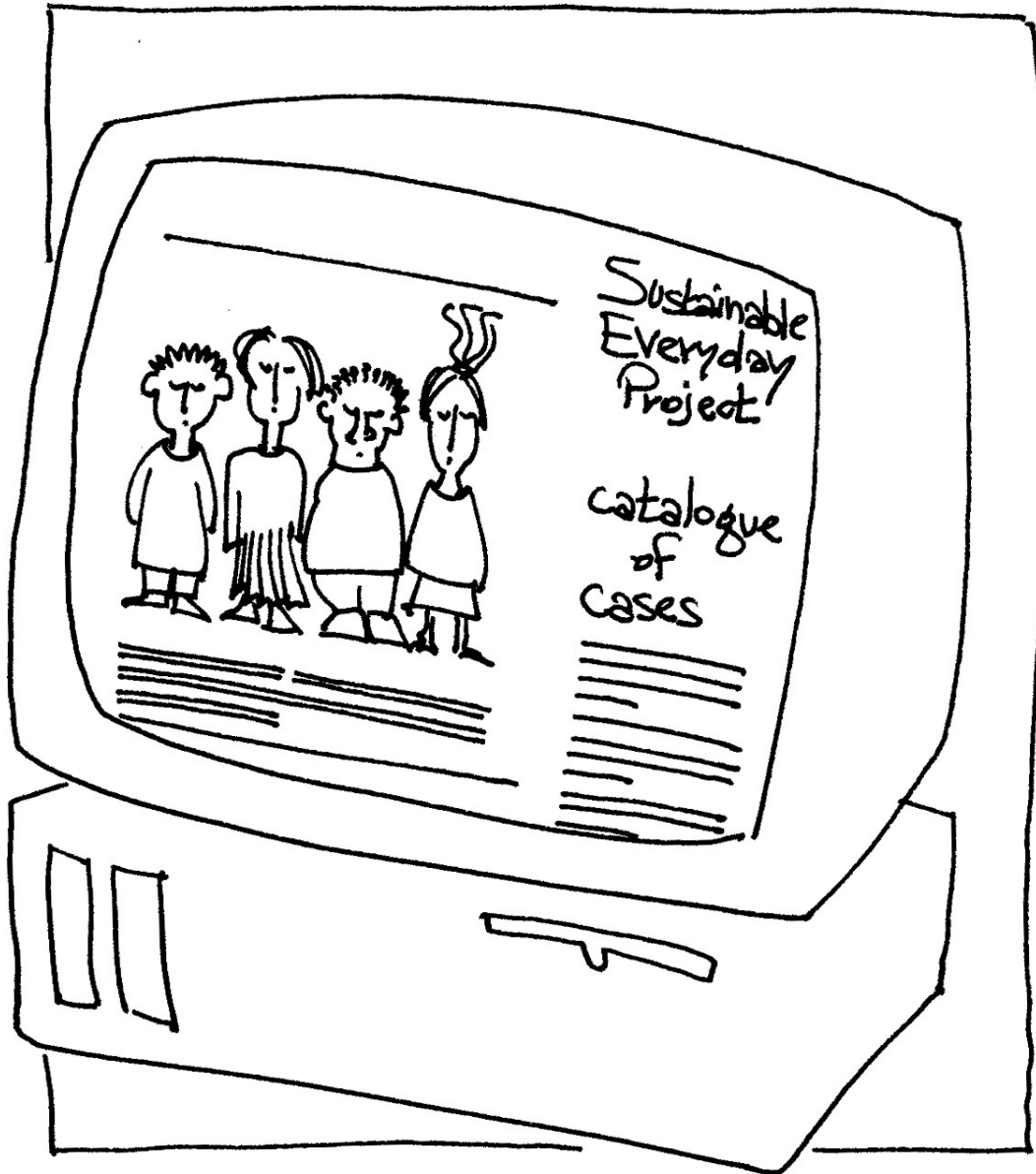
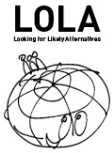


activity:  
in the class



duration:  
some hours

## Identify sustainable lifestyles...



### 1.2

...look at cases collected in the  
on-line SEP "Catalogue of Cases"  
[www.sustainable-everyday.net/lola](http://www.sustainable-everyday.net/lola)



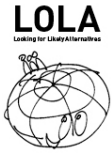


activity:  
in the class



duration:  
some hours

## Identify sustainable lifestyles...



### 1.3 ...Introduce the initiative selection criteria to identify promising initiatives?

[www.sustainable-everyday.net/lola](http://www.sustainable-everyday.net/lola)



activity:  
in the class



duration:  
some hours

## Identify promising initiatives...



**1.4** ...start with the good practices:  
look at the guidelines on what we can  
do to change our lifestyles...  
[www.sustainable-everyday.net/lola](http://www.sustainable-everyday.net/lola)

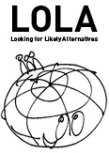


activity:  
in the class



duration:  
some hours

# Identify promising initiatives...



Find out your own way of identifying cases. Write down a brief explanation and make a drawing for it

# 1.5

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## 2. Organise the activities...



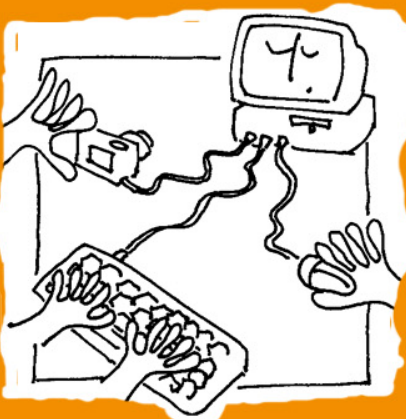
Browse the Reporter book, select the steps corresponding to the process you have chosen. See if you divide the class into groups, and copy one set per group or pupil.



Ask the students or groups to bring cardboard and clothes pins to build the Reporter books. Explain the purpose of each section.



...then use the Step by Step cards you have selected to present the investigation process to your pupils. Pin them on the wall to have a reference for the class.



Open a free web blog for the class (if possible) to publish the results online

[www.sustainable-everyday.net/lola](http://www.sustainable-everyday.net/lola)

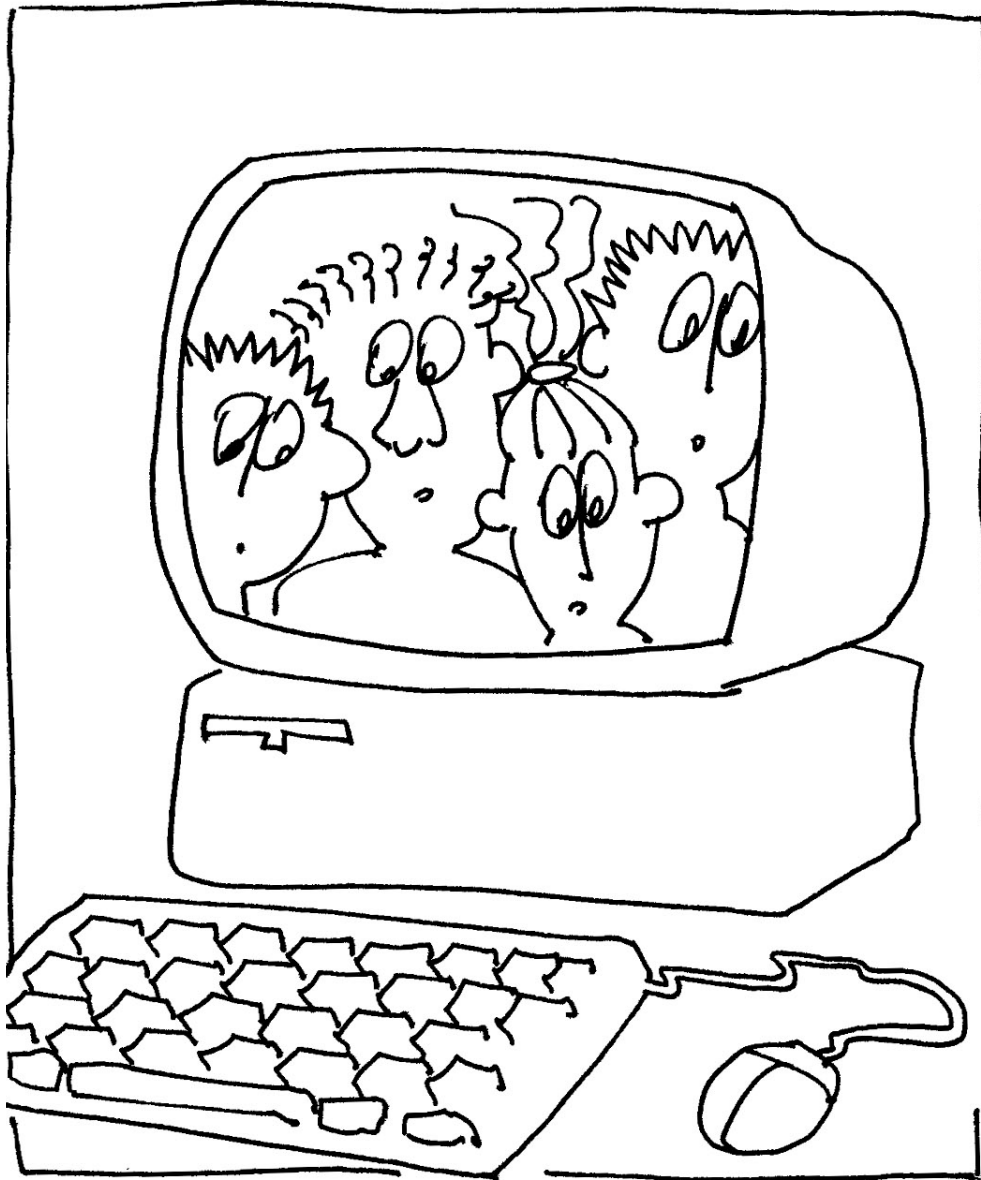


activity:  
on the field



duration:  
some days

## Search for promising initiative...



## 2.1 ...look through the internet, with search engines but locally



activity:  
on the field



duration:  
some days

## Search for promising initiative...



**2.2** ...search in the local newspaper, the telephone book, ask at the city town hall, local associations...

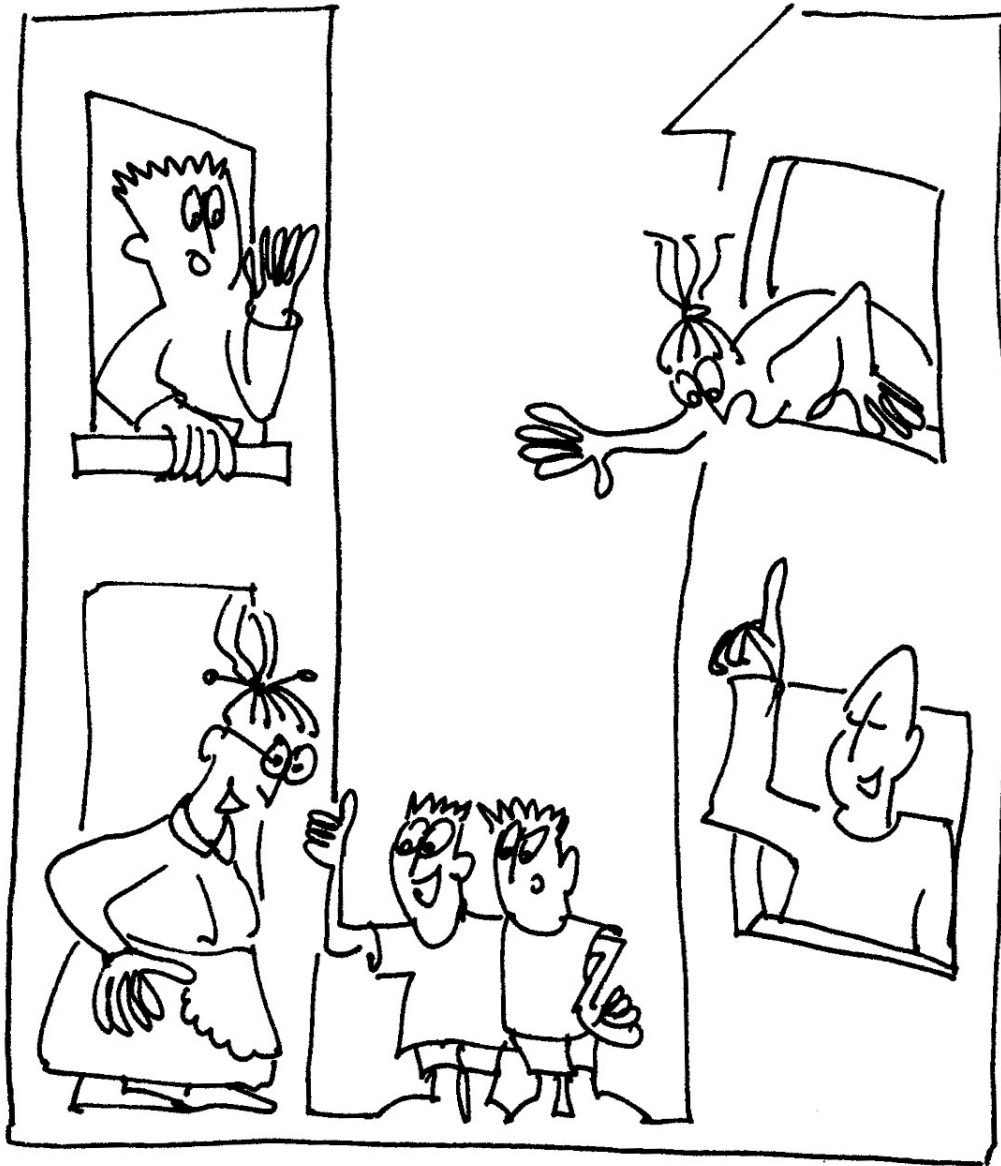


activity:  
on the field



duration:  
some days

## Search for promising initiative...



**2.3** ...ask parents, friends, relatives,  
anybody who may know something  
in the neighbourhood...

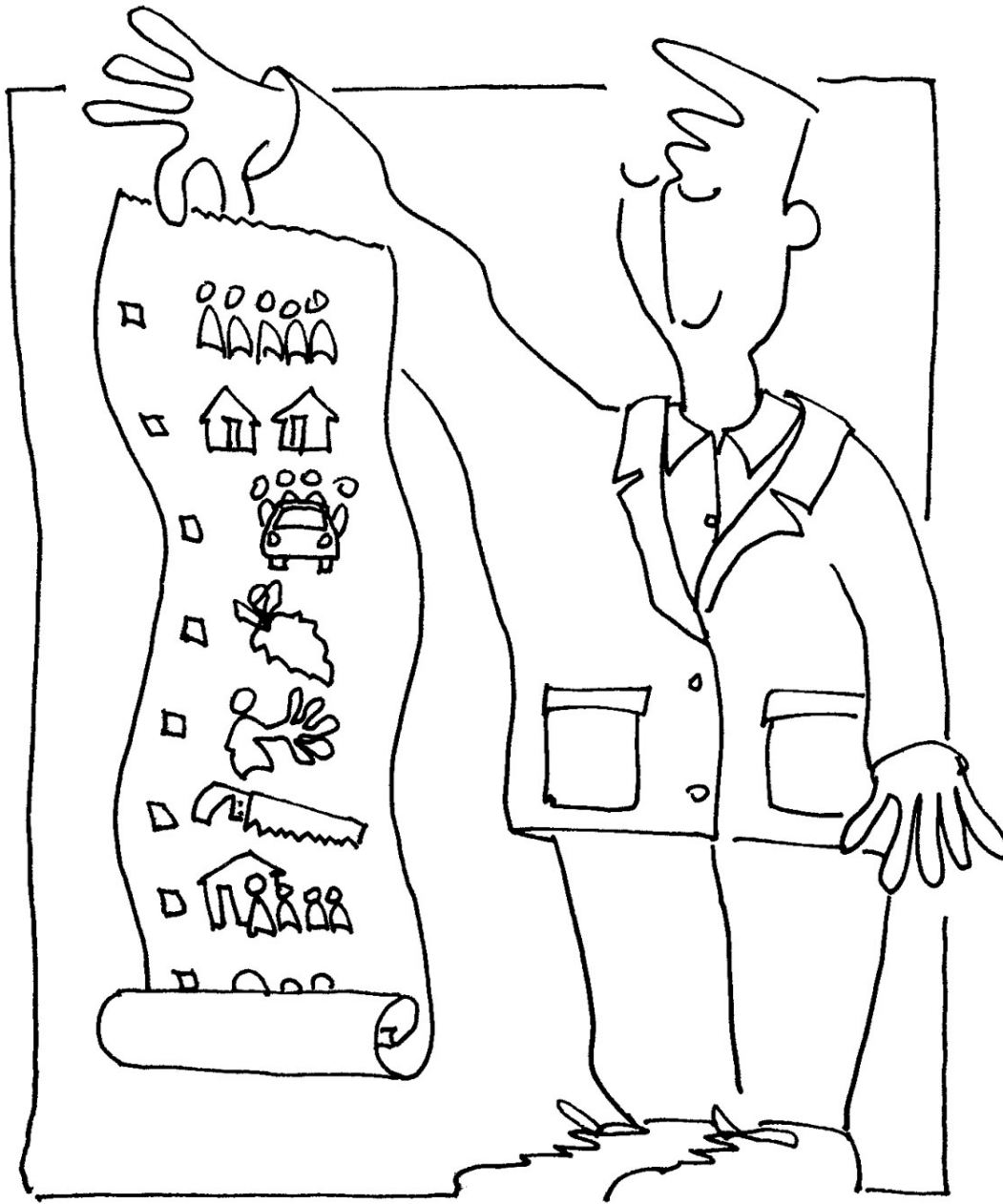
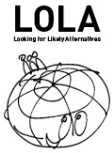


activity:  
on the field



duration:  
some days

## Search for promising initiative...



**2.4** The teacher may also make a list of initiatives and discuss in the class which ones may be interesting...



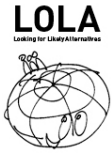


activity:  
on the field



duration:  
some days

# Search for promising initiative...



Find out your own way of identifying cases. Write down a brief explanation and make a drawing for it

## 2.5

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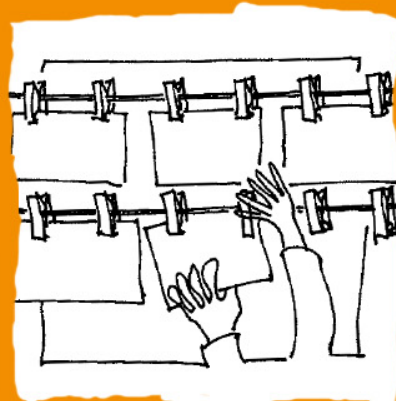
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### 3. Present potential initiatives...



Ask each group to choose 1 or 2 of the best or more consistent cases that they have found...



Prepare and set-up the presentation of all the potential initiatives chosen by the groups in the class ...



Discuss which ones are the best initiatives according to the selection criteria: new lifestyle/ ecological/ social benefit / permanence



...Then the best cases found can be published in the class Internet blog (if possible) or displayed in the classroom.

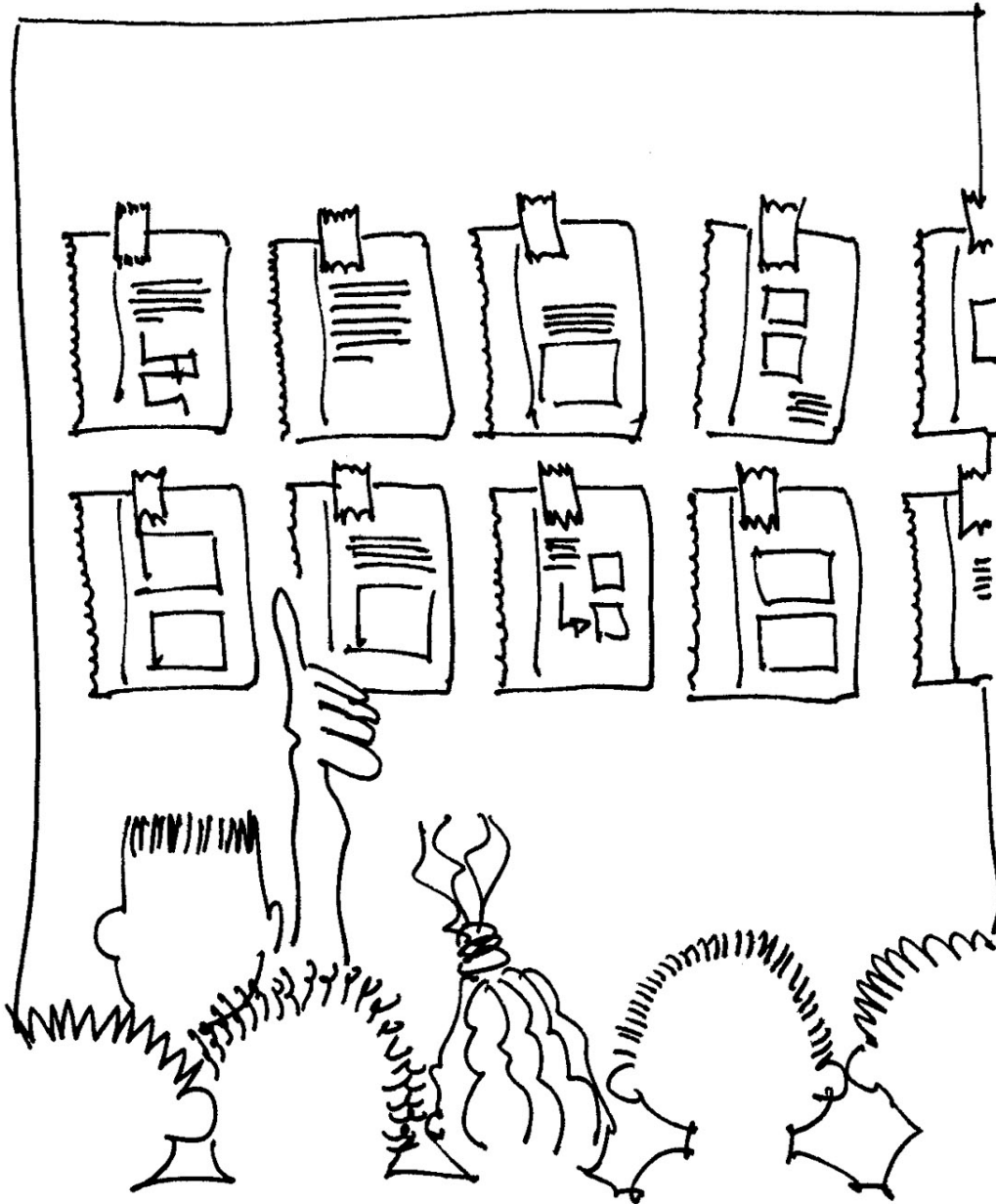


activity:  
in the class



duration:  
some hours

## Select most promising initiative...



### 3.1 Pupils display on the wall everything they found and discuss which are the most promising initiatives...

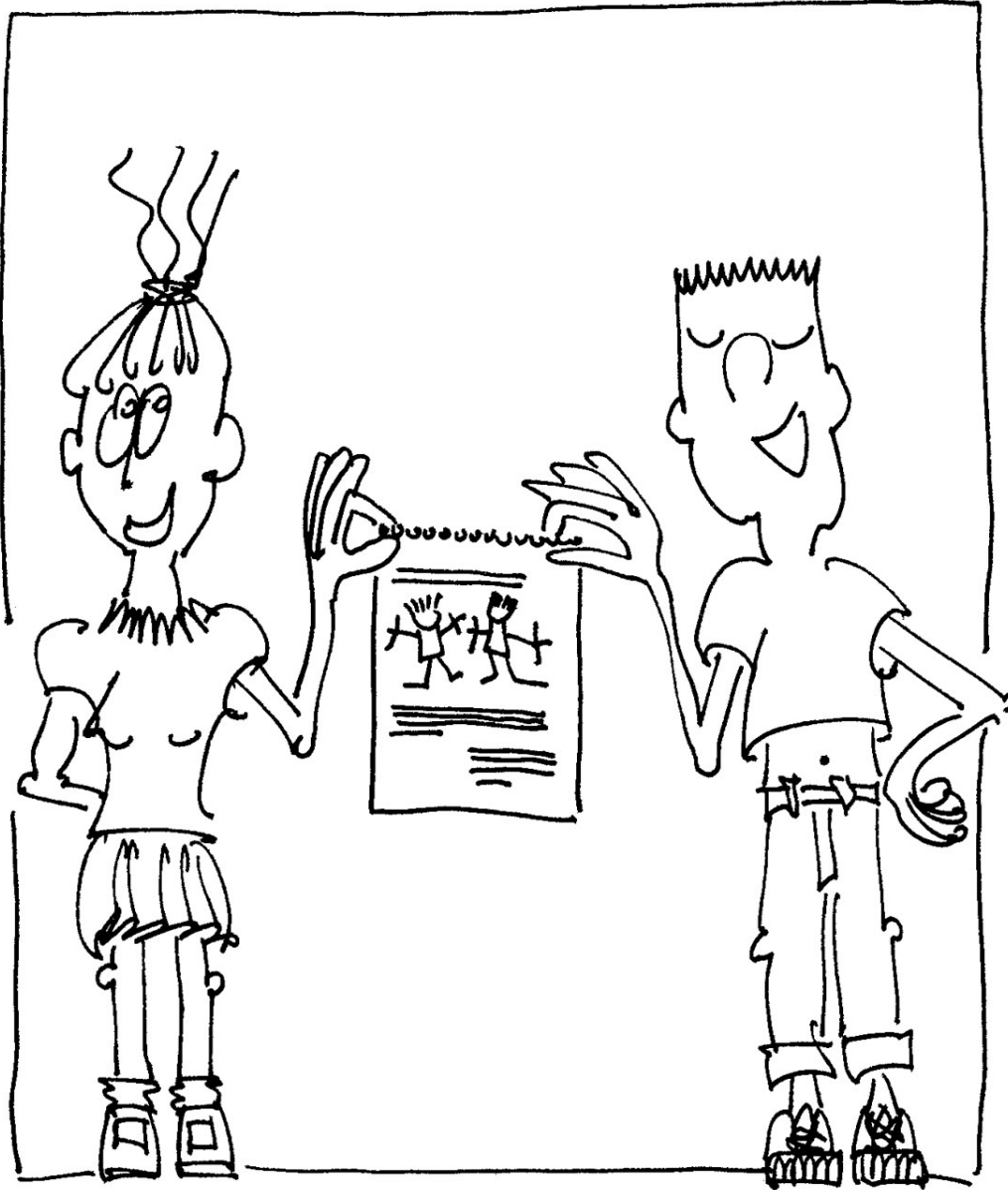


activity:  
in the class



duration:  
some hours

# Select most promising initiative...



**3.2** Each group present 2-3 initiatives and explains which one is the more likely to be better for people & planet...



activity:  
in the class



duration:  
some hours

# Select most promising initiative...



**3.3 You may ask for external help: to those responsible for environment in the town, the regional sustainability agency.**

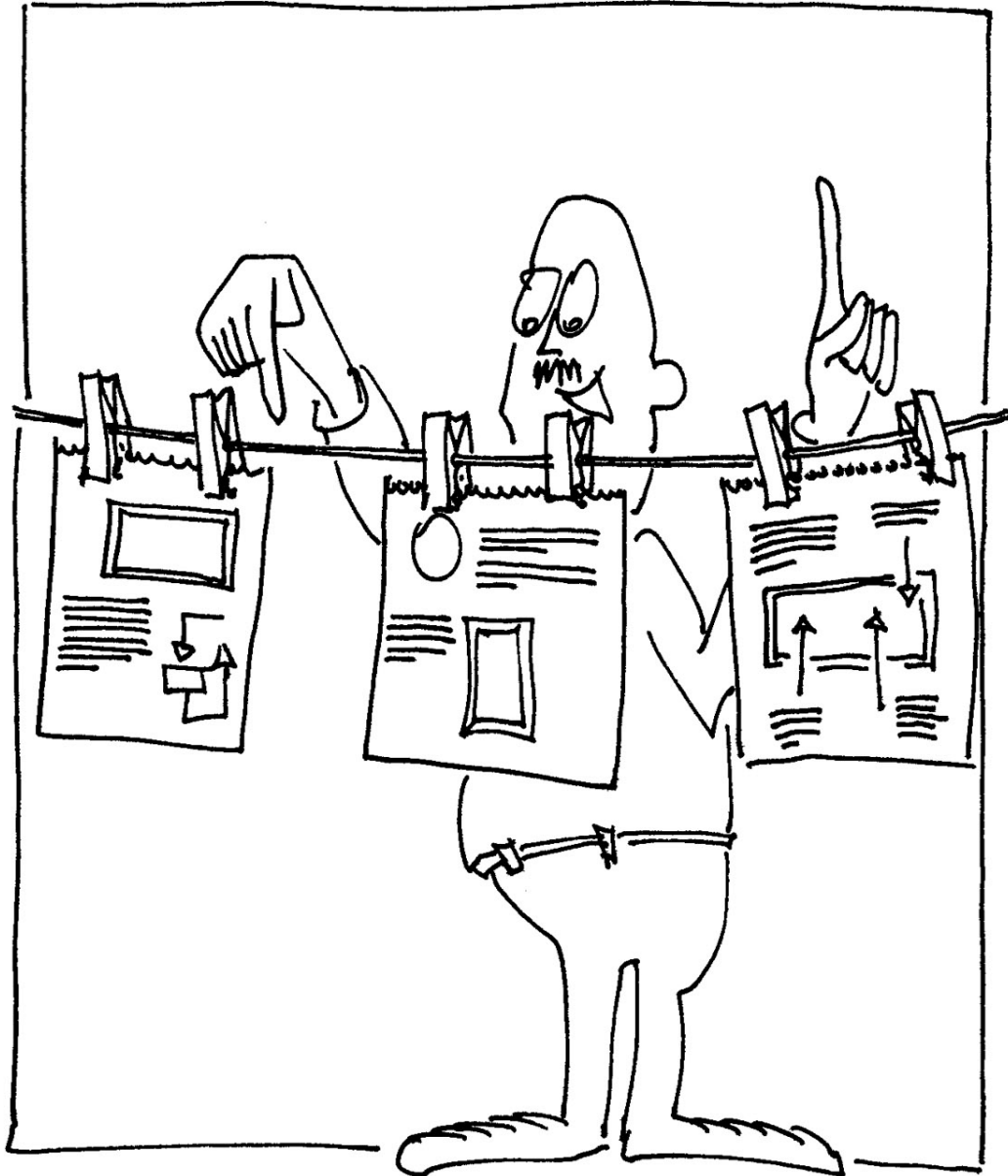
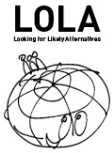


activity:  
in the class



duration:  
some hours

## Select most promising initiative...



**3.4** The teacher may select which are the best initiatives and discuss reasons of his choice with the class.

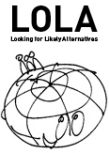


activity:  
in the class



duration:  
some hours

# Select most promising initiative...



Find out your own way of identifying cases. Write down a brief explanation and make a drawing for it

## 3.5

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## 4. Prepare for the interviews...



Review the questions of the interview guide. Choose one reporter to take notes per group.



Prepare material to document the cases: a camera to take pictures; a drawing book and colours; an audio recorder; a bag to collect evidence...



Explain and review what's else to ask for: a scheme showing who's doing what? A map showing where things happen? etc...



Review with the students the possible pictures to be taken and how. You can use the Reporter book check list.

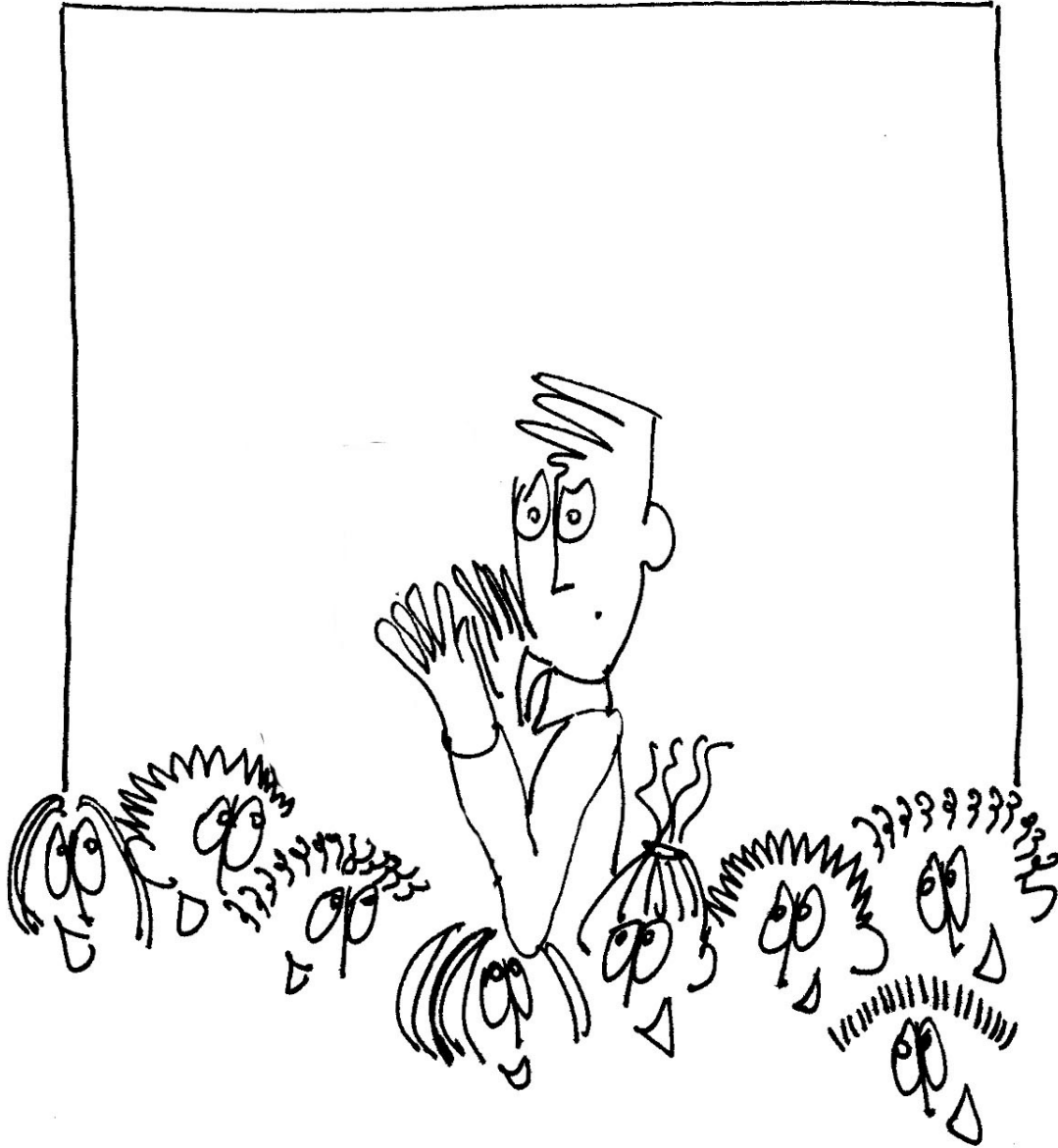


activity:  
on the field



duration:  
some days

# Investigate promising initiative...



**4.1 ...the entire class visits an initiative in the neighbourhood with the teacher.**

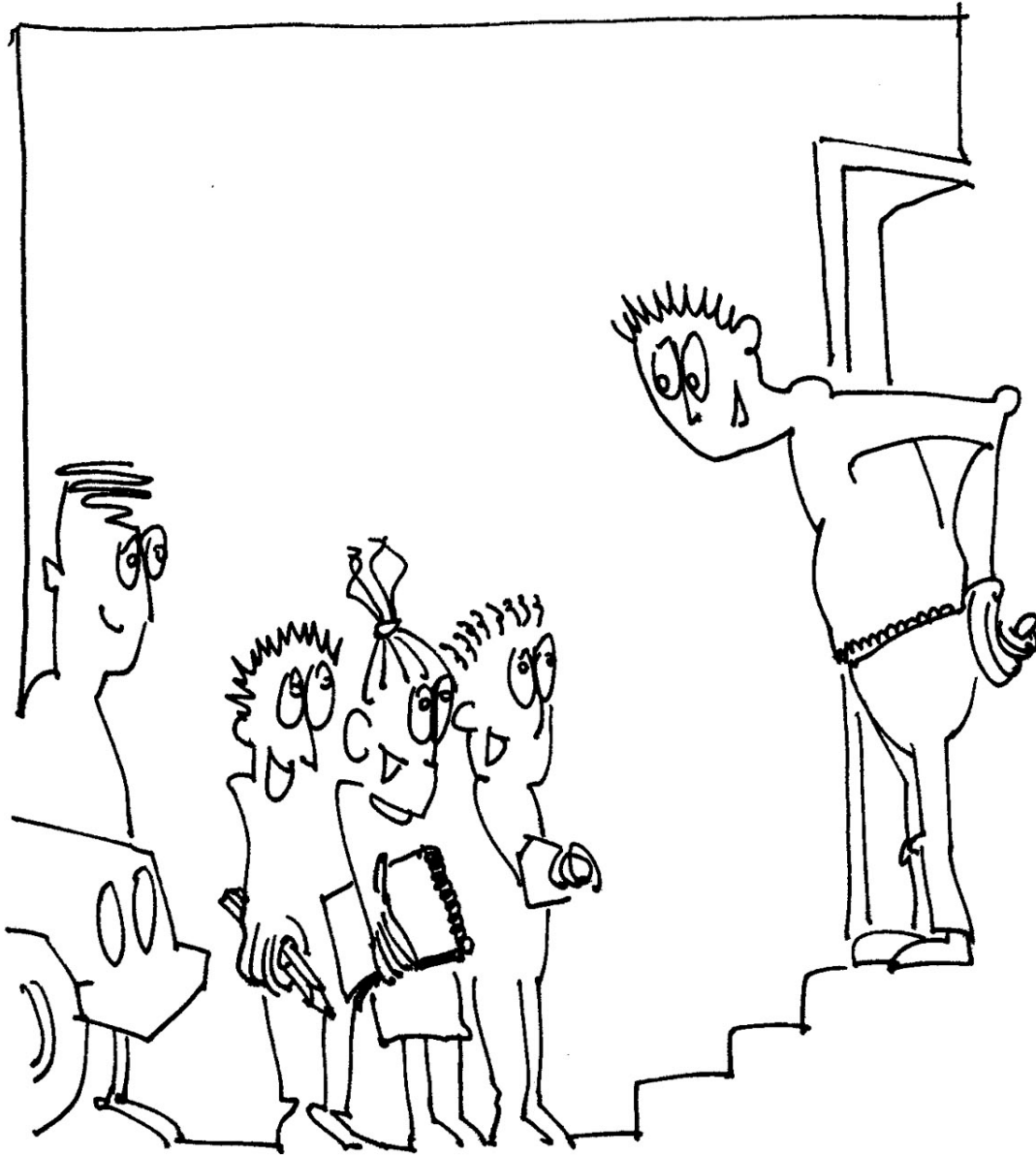


activity:  
on the field



duration:  
some days

## Investigate promising initiative...



## 4.2 ...pupils arrange that their parents go with them when they visit and interview one initiative...

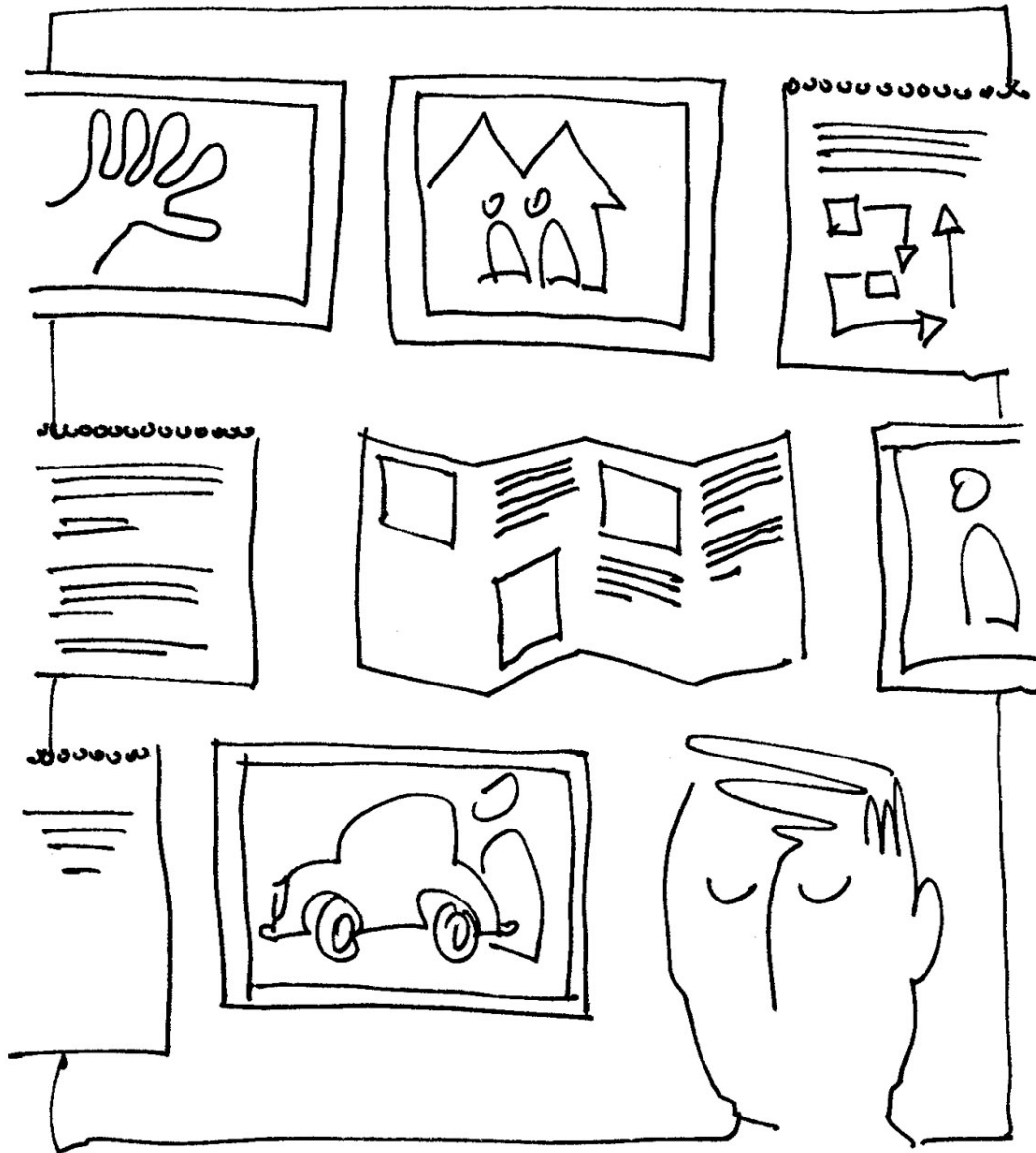


activity:  
on the field



duration:  
some days

## Investigate promising initiative...



**4.3** The teacher visits one initiative, makes the interview and reports to the class the material he collects...



activity:  
on the field



duration:  
some days

## Investigate promising initiative...



**4.4** ...the pupils invite someone from one initiative (the organiser or user) to explain to the class...



activity:  
on the field



duration:  
some days

# Investigate promising initiative...



A large, empty rectangular box with a hand-drawn black border, intended for writing and drawing.

Find out your own way of identifying cases. Write down a brief explanation and make a drawing for it

## 4.5

Three horizontal dashed lines for writing.



# 5. Show investigation results...



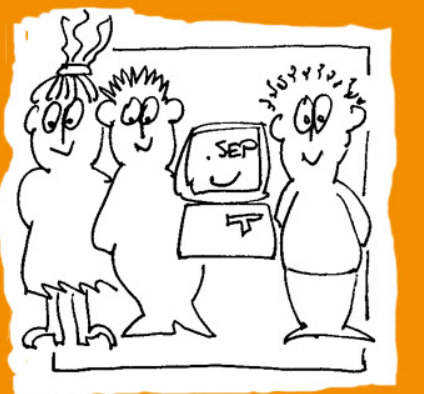
Review all collected material: classify notes, images, select the best evidence...



Help them write the Final Description from their interview notes. They can use the template on the Reporter book before posting it on the blog...



Explain how to make the storyboards from their interview with images and captions as proposed in the Reporter book



Make sure all initiatives are documented on the class blog (Final Descriptions and Storyboards) and organize the class exhibition.

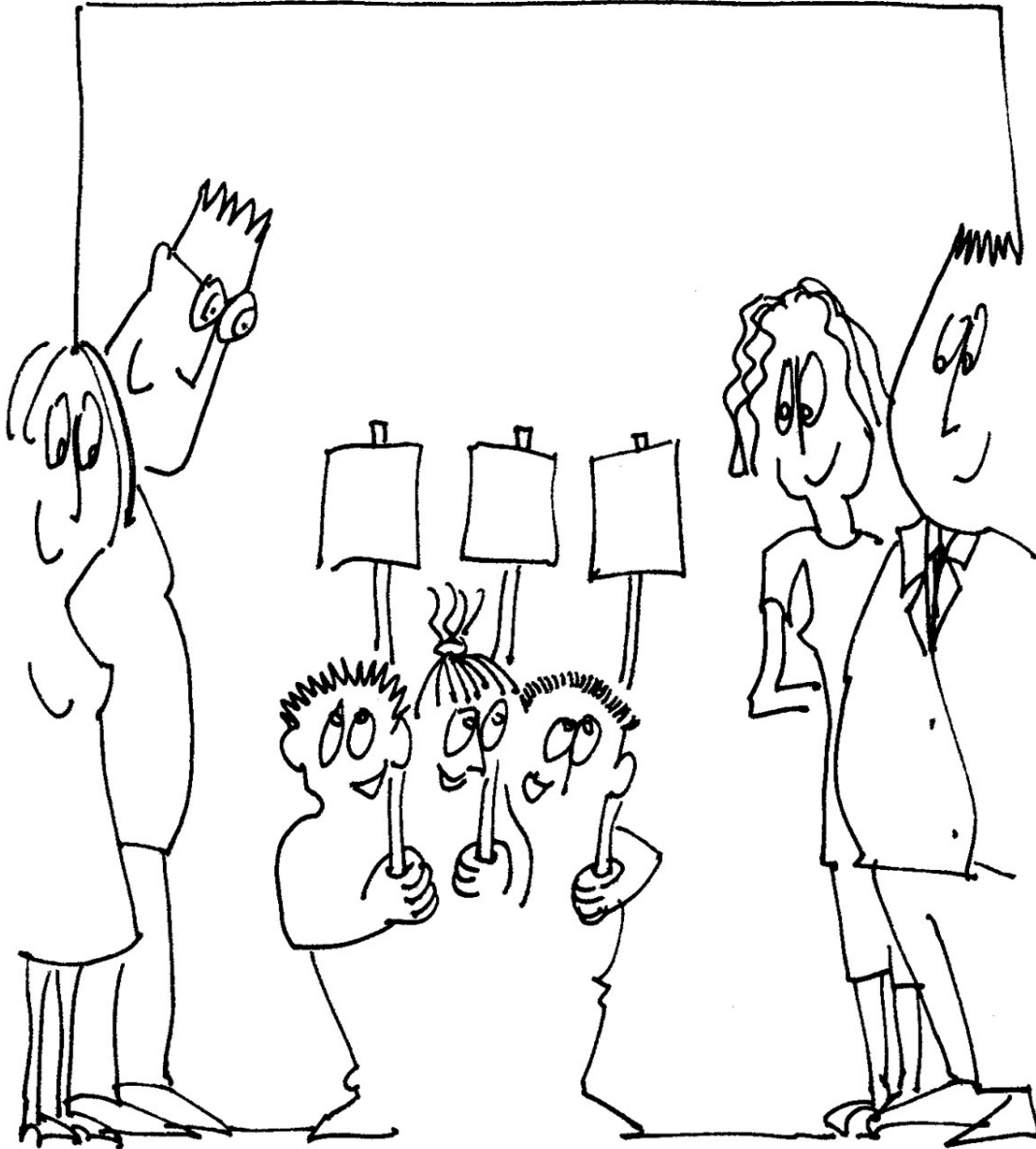


activity:  
in the class



duration:  
some hours

## Discuss investigation results...



### 5.1 The class invites people from all the initiatives studied to see the exhibition and discuss their results...

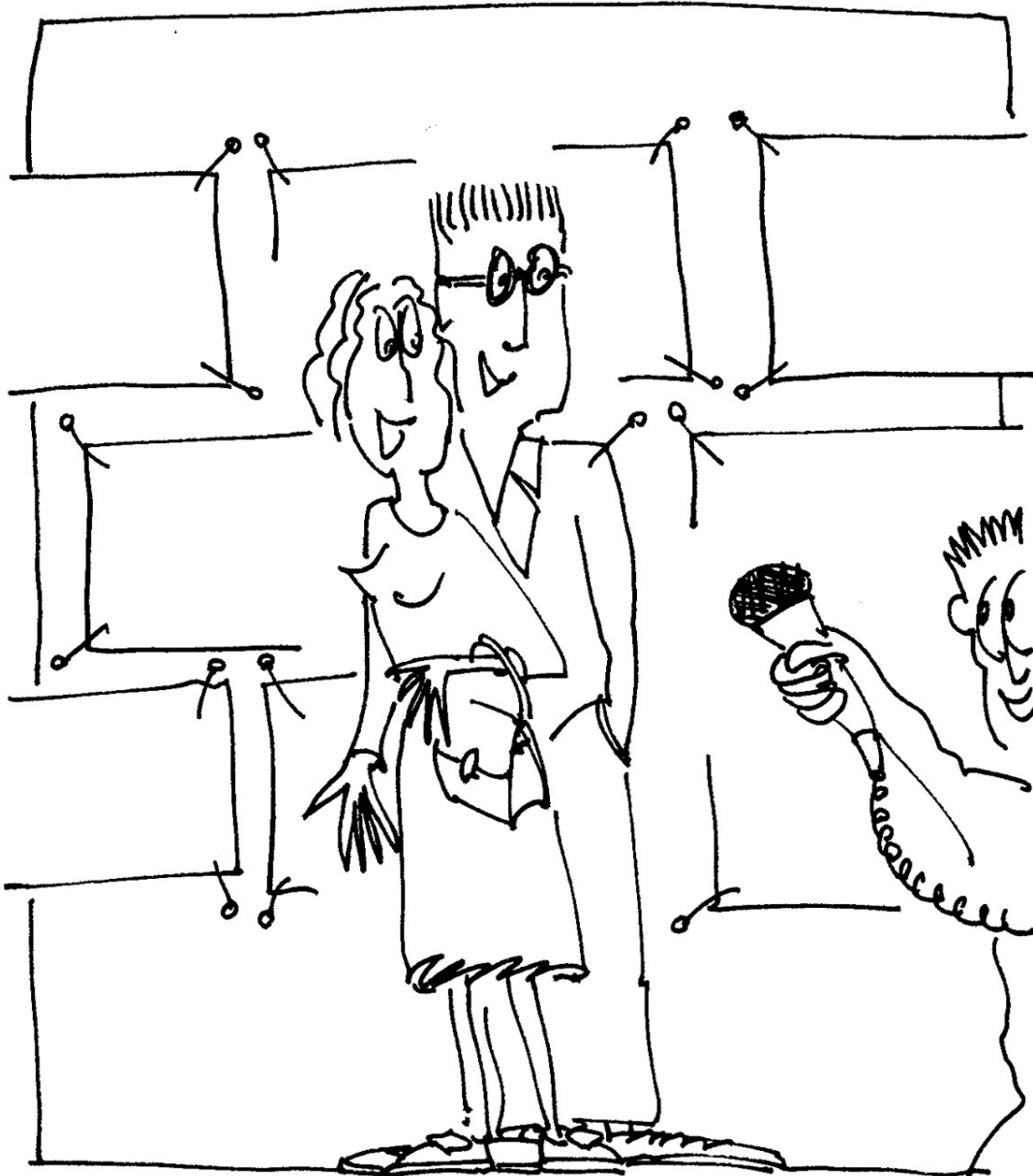


activity:  
in the class



duration:  
some hours

## Discuss investigation results...



## 5.2 The class sets-up a mini-exhibition and ask the parents for their reactions...

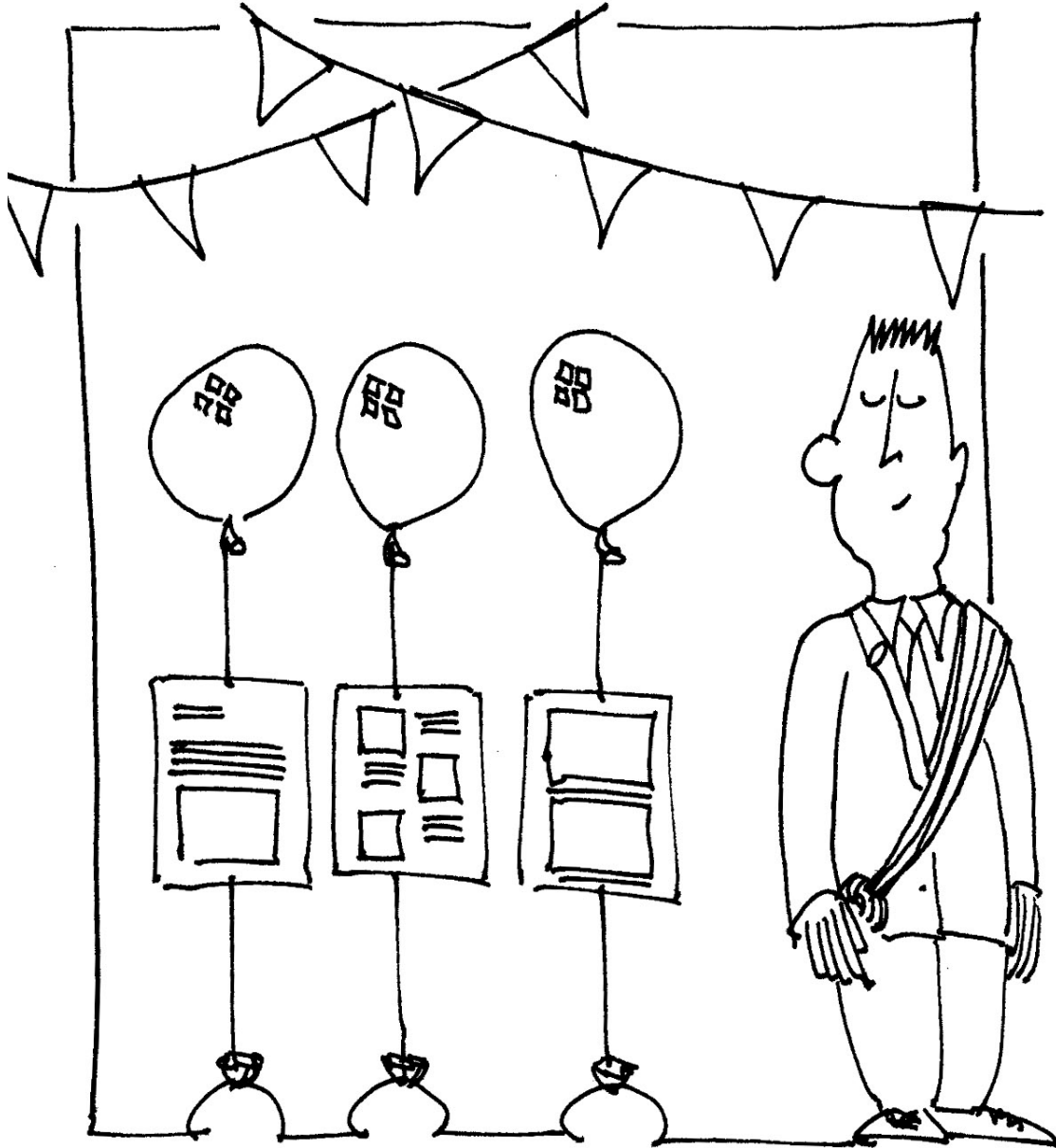


activity:  
in the class



duration:  
some hours

## Discuss investigation results...



### 5.3 The class takes the opportunity of a local event on sustainability to display their best work...

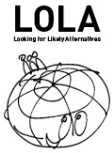


activity:  
in the class



duration:  
some hours

## Discuss investigation results...



5.4

The pupils invite a local expert,  
present their results and discuss  
them with him...

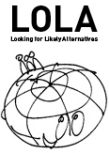


activity:  
in the class



duration:  
some hours

# Discuss investigation results...



Find out your own way of identifying cases. Write down a brief explanation and make a drawing for it

## 5.5

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