

Earthlings

Water

Guadalupe Schmidt-Mumm: Colegio Nueva Granada

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Level: Greener

What does water bring me?

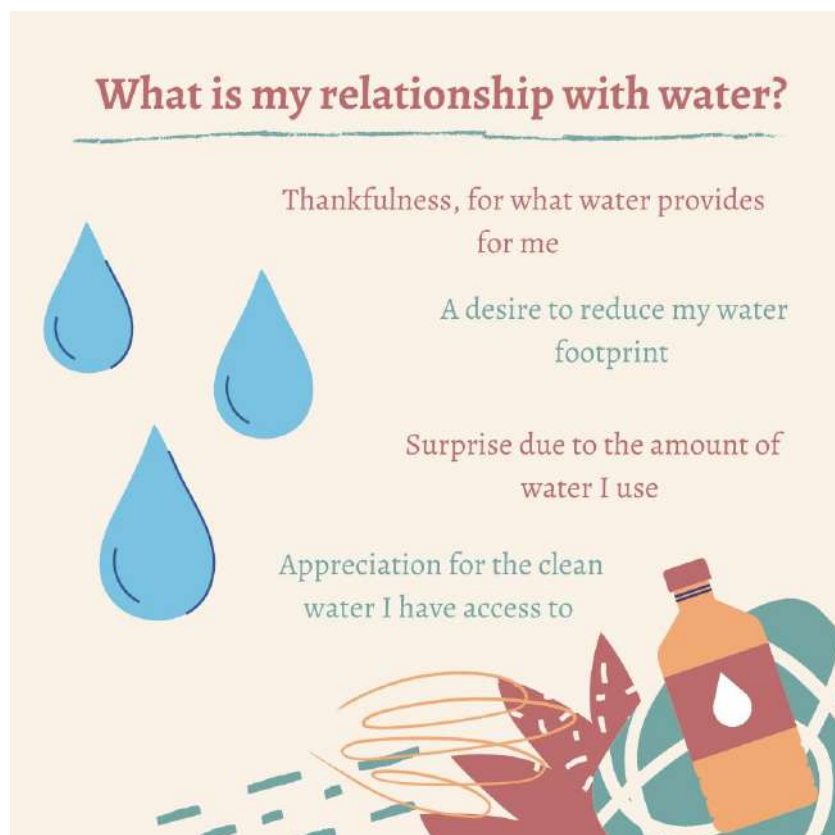
I use water (or have used it to produce) a bunch of things. My favorite shoes, hot showers, some of my favorite snacks, the dishwasher. My bedsheets, jeans, t-shirts, my phone. After some research, I realized water is used when producing almost everything, so it's now clear to me that water brings me almost everything. Not only that, but water also brings me life and health. Without water, not only would I be in deep, deep, trouble, but water is also used to water the plants, given to animals, etc. So water also provides me with the pleasure of living.

What surprised you about your relationship with water?

One thing that really surprised me about my relationship with water is how much I use it. Obviously, I am conscious of my water usage, but I had no idea that water was used to produce so many products I use in my daily life and really enjoy using. It's really eye-opening for me to know this because it's kind of like a wake-up call, reminding me that despite the fact that I watch my water usage at home when I'm in the kitchen and the bathroom, I have to be more mindful about the products I buy and how much water is used when creating those.

How can you be more mindful and appreciative of water going forward?

I think one thing I can do is keep in mind my own and my household's water footprint. I think one way I can be appreciative of water is by reminding myself how lucky I am to have it. As I grew up, I have taken clean water for granted, just because it's always been there for me. I just have to constantly remind myself that despite the fact that all of us should have access to clean water, not everyone does, and I'm lucky that I do. I am grateful for that fact, and I want to remind myself of that constantly, so I always keep track of my water usage. I also think that one way I can "do more" for water (after all, water does so much for me, and for all of us,) is learning how to reutilize it and clean it.



Instagram Post



Earthlings
Climate Justice

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Articles on Climate Justice

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Link to Presentation: [PGC 2021 Earthlings - Day 5, Greenest Video](#)

Instagram Post



Earthlings

Water

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Level: Greenest

Letter (English):

Estimated President,

Being a truly essential component and basic biological building block in the sustenance of life, clean water is a human right under international law and United Nations declarations. However, it is a promise far from certain in Colombia. Colombia's implementation of the 2030 Agenda's Sustainable Development Goals (SDGs) in 2015 represents a commitment and dedication towards citizens to ensure access to safe drinking water. However, despite these efforts, significant challenges remain in providing full access to quality water supply and sanitation in the country's territories, as well as environmental challenges related to water resource contamination at the national level.

Despite Colombia's reputation as one of the most biodiverse countries in the world, and one of the richest countries in hydric resources due to its abundance in rivers and coasts on two seas, its privileged position in one of the rainiest areas on the planet, and its access to the unique and exceptional environments known as moorlands or paramos Colombia is a country rich in water. But sourcing water for everyone is still a problem. Currently, according to the Ministerio de Ambiente y Desarrollo Sostenible (MADS, 2017), 60% of tap water, which can be consumed by households, does not meet drinking water standards. A consequence that relates with other factors such as river pollution, insufficient and inadequate coverage of wastewater treatment systems, and the development of illegal practices such as mining. Beyond infrastructure, other problems persist, such as the lack of awareness on the part of citizens in their role in not wasting water and the willingness to implement regulations for certain sectors of the economy (Gallego, 2020). Access to water, sanitation, and hygiene is a basic human right that guarantees well-being and prevents disease. In addition, it is a sustenance for multiple sectors such as agriculture, energy, human health, among others that allow the adequate development of people, the economy and the environment. The inaccessibility of physical resources such as water does not only affect the country in the short term, but also brings along with it a long chain of directly and indirectly related long-term consequences.

Looking at the issue from a more direct and in-depth perspective, one of the biggest issues regarding water inaccessibility in the country lies in the North Atlantic coast in the department of La Guajira. La Guajira has been facing a water crisis since long before the 2000s, which has progressively worsened over the years. The little availability and low quality of water is a problem that affects 95% of the Wayuu population. In addition to climatic and ecosystem factors, the scarcity of water, which is due to the desert nature of La Guajira, and the mining projects that have proliferated in recent years, the El Niño phenomenon has interrupted the rain cycle, favoring overexploitation of water resources. As a result, communities remain without water and experience sanitation problems, child deaths due to and the loss of their productive base, and food security. (IngeAgua S.A.S., 2019).

During the last few years, many new initiatives to fight against this issue have arisen and been instituted, especially those regarding the voicing of this issue with the purpose of raising funds and making people mindful and cognisant towards the current situation happening in La Guajira. On the other hand, the government has implemented a variety of ideas and new initiatives in order to mitigate the crisis, however, most of these actions only help aid the situation in the short term. The interventions carried out, many of a temporary nature, have been inadequate and are not properly articulated with the particularities of the Wayuu community, which is why the level of cultural assimilation and management of these alternatives in the local daily life is low. Nor are they designed with a territorial perspective that ensures community

empowerment, the participation of their authorities, and sustainability, thus negatively affecting the territorial management and governance of these communities (IngeAguas S.A.S., 2019).

In sum, this is not intended to be just a mere criticism per se on the government, it is a desperate call for action an invitation to keep fighting for a better more equitable future where basic resources are no longer something we have to fight for but something we all share.

Regards,
Luisa Restrepo

Letter (Spanish):

Estimado Presidente,

Al ser un componente verdaderamente esencial y un componente biológico básico para el sustento de la vida, el agua limpia es un derecho humano según los derechos internacionales y las declaraciones de las Naciones Unidas. Sin embargo, es una promesa lejos de ser cierta en Colombia. La participación de Colombia en los Objetivos de Desarrollo Sostenible (ODS) de la Agenda del 2030 en 2015 representa y materializa un compromiso y dedicación hacia los ciudadanos para garantizar el acceso al agua potable. Sin embargo, a pesar de estos esfuerzos, siguen existiendo desafíos importantes para brindar y proporcionar pleno acceso al abastecimiento de agua de calidad y al saneamiento en los territorios del país, así como desafíos ambientales relacionados con la contaminación de los recursos hídricos a nivel nacional.

A pesar de la reputación de Colombia como uno de los países con mayor biodiversidad del mundo, y uno de los países más ricos en recursos hídricos por su abundancia en ríos y costas sobre dos mares, su posición privilegiada en una de las zonas más lluviosas del planeta, y su acceso a los ecosistemas únicos y excepcionales conocidos como páramos Colombia es un país rico en agua. Pero conseguir accesibilidad al agua para todos sigue siendo un problema. Actualmente, según el Ministerio de Ambiente y Desarrollo Sostenible (MADS, 2017), el 60% del agua de la llave, que puede llegar a ser consumida por los hogares, no cumple con los estándares de potabilización. Una consecuencia que se relaciona con otros factores como la contaminación de los ríos, la cobertura insuficiente e inadecuada de los sistemas de tratamiento de aguas residuales y el desarrollo de prácticas ilegales como la minería. Más allá de la infraestructura, persisten otros problemas, como la falta de conciencia por parte de la ciudadanía en su rol de no desperdiciar agua y la voluntad de implementar regulaciones para ciertos sectores de la economía (Gallego, 2020). El acceso al agua, saneamiento e higiene es un derecho humano básico que garantiza el bienestar y previene las enfermedades. Además, es un sustento para múltiples sectores como la agricultura, la energía, la salud humana, entre otros que permiten el adecuado desarrollo de las personas, la economía y el medio ambiente. La inaccesibilidad de recursos físicos como el agua no solo afecta al país a corto plazo, sino que también trae consigo una larga cadena de consecuencias a largo plazo directa e indirectamente relacionadas.

Mirando el tema desde una perspectiva más directa y profunda, uno de los mayores problemas de inaccesibilidad al agua en el país se encuentra en la costa Norte del atlántico en el departamento de La Guajira. La Guajira ha enfrentado una crisis del agua desde mucho antes de la década de los 2000, que ha empeorado progresivamente a lo largo de los años. La poca disponibilidad y baja calidad del agua es un problema que afecta al 95% de la población Wayuu. Además de los factores climáticos y ecosistémicos, la escasez de agua, que se debe principalmente a la naturaleza desértica de La Guajira y a los proyectos mineros que han proliferado en los últimos años, el fenómeno de El Niño ha interrumpido el ciclo de lluvias, favoreciendo la sobreexplotación de los recursos hídricos. Como resultado, las comunidades permanecen sin agua y experimentan problemas de salubridad, muerte infantil y pérdida de su base productiva y seguridad alimentaria (IngeAguas S.A.S., 2019).

Durante los últimos años han surgido y se han puesto en marcha muchas iniciativas nuevas para luchar contra este tema, especialmente aquellas relacionadas con la difusión de este tema con el propósito de recaudar

fondos y hacer que la gente sea consciente y consciente de la situación actual que ocurre en La Guajira. Por otro lado, el gobierno ha implementado una variedad de ideas y nuevas e iniciativas con el fin de mitigar la crisis, sin embargo, la mayoría de estas acciones solo ayudan a mejorar la situación en el corto plazo. Las intervenciones realizadas, muchas de carácter temporal, han resultado inadecuadas y no están debidamente articuladas con las particularidades de la comunidad Wayuu, por lo que es bajo el nivel de asimilación cultural y manejo de estas alternativas en la comunidad y cotidianidad local. Tampoco se diseñan con una perspectiva territorial que asegure el empoderamiento comunitario, la participación de sus autoridades y la sostenibilidad, por lo que se incurre negativamente en el manejo territorial y la gobernabilidad de estas comunidades (IngeAguas S.A.S., 2019).

En resumen, esto no pretende ser una mera crítica, por decirlo de alguna forma, al gobierno, es un llamado desesperado a la acción, una invitación a seguir luchando por un futuro mejor y más equitativo donde los recursos básicos ya no sean algo por lo que tengamos que luchar, sino algo que todos compartimos.

Saludos,
Luisa Restrepo

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- How would you bring awareness to this problem? How might you build a campaign with a clear call to action to help the community fight back? Create a poster with a bold message that will mobilize people to be the change. [Here](#) is some insight into how to build a campaign.
- Upload the campaign poster to Instagram with an informative attention-grabbing caption based on your research, tagging @TurningGreenOrg and **relevant local leaders**, as well as #PGC2021.

Posters

English:



**Shared Resources:
A campaign for a better future**

Economic advances around the world mean that while fewer people live in extreme poverty, almost half the world's population – 3.4 billion people – still struggles to meet basic needs (Worldbank, 2018)

What can YOU do to help?

Challenge ideas and assumptions -
Whether you have preconceived notions about poverty within your community, or as a concept in general, it's important to challenge those assumptions so you aren't unintentionally spreading harmful biases.

Create awareness/get informed -
Lack of resources is found in every community, so it's important to know where the issues lie within your own. Get informed about the resources that are already available and those that are still needed.

Donate time/volunteer opportunities -
Partner with local organizations that help the community by donating your time. Whether it's helping out in a food kitchen or working with children after school to get their homework done, there are ways that don't require money that can still make an impact. You can also reach out to local organizational leaders to see what specifically folks who are undergoing a lack of resources in their communities need. To ensure your donations have the most impact, listen to these community experts.

Raising awareness for a better world.

Spanish:



**Recursos compartidos:
Una campaña para un futuro mejor**

Los avances económicos en todo el mundo significan que, si bien menos personas viven en la pobreza extrema, casi la mitad de la población mundial (3.400 billones de personas) todavía lucha por satisfacer las necesidades básicas. (Worldbank, 2018)

¿Qué puedes hacer para ayudar?

Desafiar ideas y suposiciones -
Ya sea que tenga nociones preconcebidas sobre la pobreza dentro de su comunidad, o como un concepto en general, es importante desafiar esas suposiciones para no propagar involuntariamente prejuicios dañinos.

Crear conciencia / informarse -
La falta escasez de recursos está en todas las comunidades, por lo que es importante saber dónde se encuentran los problemas dentro de la propia. Infórmese sobre los recursos que ya están disponibles y los que aún se necesitan.

Dona tiempo / participa en un voluntariado -
Busca y asocia con organizaciones locales que ayudan a la comunidad donando su tiempo. Ya sea ayudando en una cocina de comida o trabajando con los niños después de la escuela para hacer sus tareas, hay formas que no requieren dinero y que aún pueden tener un impacto. También puedes comunicarte con los líderes organizacionales locales para ver qué necesitan específicamente las personas que están experimentando una escasez de recursos en sus comunidades. Para asegurarse de que sus donaciones tengan el mayor impacto, escuche a estos expertos de la comunidad.

Creando conciencia por un mundo mejor.

Instagram Post:



Shared Resources: A campaign for a better future

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Raising awareness for a better world.

 earthlings_pgc • Following ...

 earthlings_pgc Day 4: Water (Our greenest submission)

This is a call for action to motivate YOU. Everyone can make a difference! Please take your time to read the infographic detailing our campaign and some action steps you can implement in your life, reflect and apply conscious and attainable changes to the available areas in your life and your community. Please share to help raise awareness. Remember your voice matters, so help us make a difference! Lets make a better world!

(Infographic translated to Spanish on the second slide - Infografía traducida al español en la segunda diapositiva)



Be the first to like this

3 MINUTES AGO

 Add a comment... Post



Alexia Leclercq

Bridging the gap between climate education and action

Vasushree Agarwal
COLEGIO NUEVA GRANADA | Colombia
Contact: vagarwal@cng.edu

10/10/2021

Alexia Leclercq, a 21-year-old activist, has sought out to bridge the gap between climate education and action. Alexia was just 19 years old when she started her non-profit organization, Start: Empowerment (S:E), which has now reached over 700 students across schools. She started this non-profit with her friend Kirsten, with whom she had previously worked on a different project. With the help of Kirsten and Tannisa, a friend from NYU, she was able to write an environmental justice curriculum for Tannisa's old high school, which reached the teachers of the school, and it expanded from there.

The biggest takeaway from her journey was how she was inspired to start S:E. Moving around from city to city, Leclercq has been exposed to different environmental issues, from hurricanes to extreme pollution, and it was due to her personal experiences that she was able to start her organization. This was extremely inspiring, as she was able to take the negativity and hardships of her life, and created purpose by wanting to change what she thought was wrong. On top of that, her humbling attitude was a breath of fresh air and the way she talks about her achievements has been a big incline.

Furthermore, she was asked **if there was a specific moment in her life where she decided that this was an issue that she wanted to pursue**, to which she answered by saying that it was an accumulation of different events that happened in her life. At her public school, they briefly talked about climate change, but it was always framed as a future possibility, not a current catastrophe. She didn't see these key things in her education, and that got her thinking. When she went to college, she went to this event with different environmental education programs in New York City, and although they were good organizations, none focused on environmental justice and the communities that are affected by climate issues. Going to that event was a time when she reached out to her friend and decided to create something that would talk about all the topics she thought were lacking.

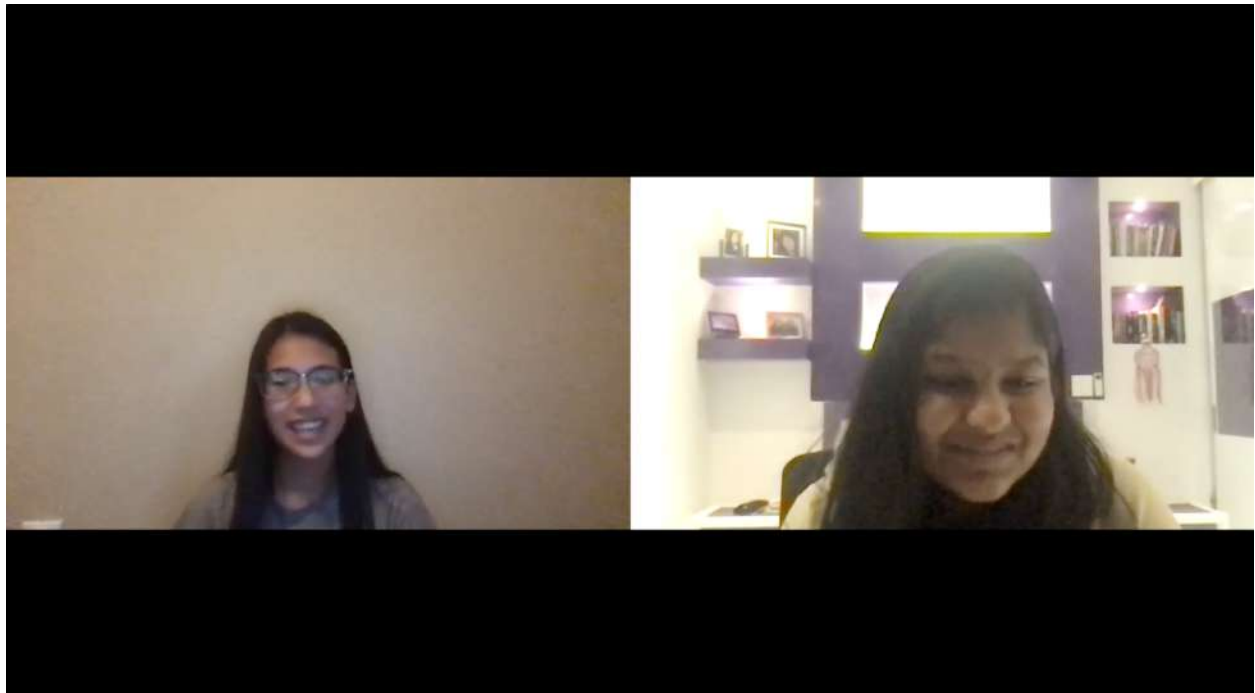
She talked about how back in middle and high school she was always interested in social justice, and now that she has environmental racism as an obstacle, it is something she wants to help overcome. Environmental racism has been present in her life, as she mentions how living in Texas, she saw the gap between the West and East sides of Austin, with the majority of people of colour were living in the East where the pollution was, and most white people were living in the West. When asked about **how her perspective on the topic has changed since becoming an environmentalist**, she responded by saying, "there have been personal experiences, but for me, it was learning the systemic aspect of it, especially *in* the US. The history of the US being on stolen land and being founded through the enslavement of black people is important to note, and really seeing how it's in every single law and policy, and how much of this is a structural issue. Obviously,

individuals being racist and saying racist comments is terrible and definitely an issue, but it's also like just the whole society is built on racism. Understanding that this is the system, and working towards changing the system which prioritizes capitalism, wealth, and being selfish has been the biggest thing I have learned throughout my journey." From there, she mentions how her journey has radicalized her to build communities and help support a system that prevents the harm to be caused in the first place.

Being just 21 years old, Leclercq has an impressive resume. She responded to being asked **how being part of this generation played a role in what she does**, by saying, "I really believe that intergenerational organizing is really important. We are all living. Yes, the youth is the future, and they have so much energy and ideas that they bring, but there are also elders who have been doing this and fighting for justice for so long. When I see everyone together and that exchange of skills and information, it's really when we are the strongest and I really think for us to be successful we really need everyone from all age groups to join in the fight." She then went on to say that, "even though there are generational differences, there are also common things that we have, so there is so much we can learn and so much we can teach."

To support her work, we can donate! They have so many ideas to expand their work, but they need to raise \$5,000 to cover program and operational expenses, which we can help with by donating. Apart from that, we can also help by partnering with them! By partnering with them and spreading the word about their amazing work can be a great way to help them expand and support them in their help with even more people.

Screenshot of Interview with her:



Earthlings

Why

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***In Bold: Questions I asked her**

Level: Extra Credit

Earthlings

School

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Level: Greener

When doing this challenge, the biggest thing that I realized was how much I was looking at when I actually started paying attention. I've been going to school every day and there are so many things that I didn't realize that fit into these categories because I never really gave it a second thought. Today, when I was actually paying attention to all these and actually focusing on looking for these, I was able to realize how much there actually is at my school and how much at the same time it lacks.

Using: 4 Point Mastery Scale System

SCALE	Mastery Grade	A - F Grade	Percentage	IB Grade
ADVANCED	4	A+	97 - 100	7
	3.75	A	93 - 96	7
	3.5	A-	90 - 92	6
MASTERY	3.25	B+	87 - 89	6
	3	B	83 - 86	5
	3	B-	80 - 82	5
APPROACHING MASTERY	2.75	C+	77 - 79	4
	2.5	C	73 - 76	4
	2.25	C-	70 - 72	4
	2.25	D+	67 - 69	3
	2	D	63 - 66	3
	2	D-	60 - 62	3
BEGINNING MASTERY	1.75	F	0 to 59	2
	1.5	F		2
	1.25	F		1
	1	F		1

Urban Ecology	Grade: 4.0
Young kids are taught from a young age about taking care of our environment. They are taught about the 3R's (reduce, reuse, recycle), as well taking care of plants and even to not waste water. Even as a child, I remember being taught about our garden in the importance of taking care of that garden, as well as the different species of plants and animals and how those have an impact and how we coexist with the environment.	



Shovels kids use at the garden

Teenagers also have participated in urban ecology by learning in different classes. There are classes like *AP Environmental Science*, *AP Human Geography*, *Earth Science*, and even *How to Change the World?* to teach students about the interactions between the humans and the environment.

	Grade 9 th	Grade 10 th	Grade 11 th	Grade 12 th
Regular	PreAP Biology	Chemistry	Physics	
Electives			Earth Science	
			Nutrition & Health	
			Preparación Pre-SABER Matemáticas y Ciencias: #Listos Pa'La U	Microbiology Química Orgánica Human Anatomy & Physiology
Pre AP AP	Honors Pre AP Biology	Honors Chemistry	AP Physics 1 AP Chemistry	
				AP Physics C
		AP Biology AP Environmental Science		

HOW TO CHANGE THE WORLD? 9-12

AFE341

0.5 credit

The main objective of this course is to help students in the development of critical thinking skills and creativity that can help them to identify their life purpose as agents of change in society. This will be done through the study of prominent historical and contemporary figures who have managed to generate real contributions. Writers, thinkers, activists, and artists will serve as inspiration for students to apply these skills in real-life situations. Students will delve into ethical dilemmas and into concepts such as social justice, environmental awareness, and peace processes to explore practical ways to make our planet a better place to live.

In this class, students will develop a Service Learning Project structured around the IPARD model (Investigation, Planning, Action, Reflection and Demonstration). Students will receive a certain number of community service hours based on their project outcomes.

No prerequisite.

PROJECT GREEN CHALLENGE 9 - 10

SSD706

0.5 credit

Are you passionate about sustainability, the environment, and social issues? Do you want to learn the latest, most relevant ways to be the change you want to see in the world? Do you want to work in teams, have fun, get out of the classroom, have guest speakers, and be part of a global movement? This semester course is centered on the powerful 30 day Project Green Challenge in October (Sem 1) or April (Sem 2). We will participate in this challenge in teams and have the possibility to go to the finals in San Francisco, CA! CNG has already sent multiple students to the finals. Project Green Challenge will inform, inspire and mobilize high school, college, and grad students worldwide. This powerful and diverse call to action features 30 days of environmentally-themed challenges to touch lives, shift mindsets, and equip students with knowledge, resources and mentorship to lead change on campuses and in communities. Through conscious living, informed consumption, and individual and collective action, Project Green Challenge (PGC) participants are challenged to envision and work toward the healthy, just, and resilient future they want to thrive in. This course can count as ½ credit in Social Studies or Character for Life.

No prerequisites

Pictures of our Course Selection Guide showing some of our courses and what they have to offer

It also has a lot of outdoor space and patios for students to enjoy the outdoors, all over the school. Most places also have plants lining up the pavements and since our school is on a mountain, there are a bunch of green hills surrounding us.



We also have a program at our school called classroom without walls (CWW), where every year each grade goes on a field trip to learn more about the different places of Colombia and about their nature and how humans of that place have adapted to the environment.



Of course, there's always room for improvement. Something I would add is making sure students know WHY they're doing what they are. This is another aspect of PGC and I do think that for students to feel like they are having a pig impact in our campus and our society, they should know *why* they're taking these courses and what benefits it has.

Footprint (and waste)

Grade: 2.0



Our school is good at implementing a lot of different ways to make sure that we are getting rid of our waste properly, like making sure that we can dispose of batteries in the correct way, or even lids. On top of that, we also have the 3 different divisions for throwing away trash. I wasn't able to take a picture of this, but our school has a designated area where we throw away our plastic water bottles, making sure that the plastic is going to be reused properly.

At the same time, this doesn't always happen. You can see that plastic is being disposed of incorrectly, and at the same time, people just throw away the garbage in the floors!



The biggest thing that I see that our school is lacking is showing the kids how to recycle properly. Yes, they have taught us about recycling bins and paper in our classes, but when we go out of our classes there's no one making sure that we're recycling, especially for young students; and sometimes it can be confusing in those three divisions because you don't know where something goes. It's really important to teach students where things go and why it's important, so starting a campaign or adding labels could be useful.

Biodiversity

Grade: 3.75

Our school has a lot of different plants and this shows biodiversity. Through informative signs, our school is able to share with us the different species of plants that they have implemented, and they can inform about

this biodiversity.



Also, CWW once again fits into biodiversity since when we are travelling and learning about the different people, we are also looking at brand-new places where there are a bunch of different plants and animals. We become much more aware and learn about different fauna and flora.

Our garden also has a lot of the requirements of the wildlife-certified space. For a recommendation, I would say to try to make sure we can achieve all the requirements and check all the boxes in the checklist!





Food Waste

Grade: 1.0

Excuse me!!! AHHH! There is so much food waste at our school! We went to the cafeteria to see that most of the trays still had so much food! I'm seriously not being harsh at all because I felt so bad seeing so much food being wasted. We have to teach the students the importance of only taking the food you will eat. There is always the chance of going back for seconds, so the first time, just take a little less! I think of a great way we could make sure that students are eating their food is having an activity. At the end, when a student is leaving their tray, we can have a supervisor there to make sure that the student did you finish the food. If they did, then they would get a sticker or a small token of appreciation, and that way we would motivate students to make sure that they're finishing their food.



Wellness

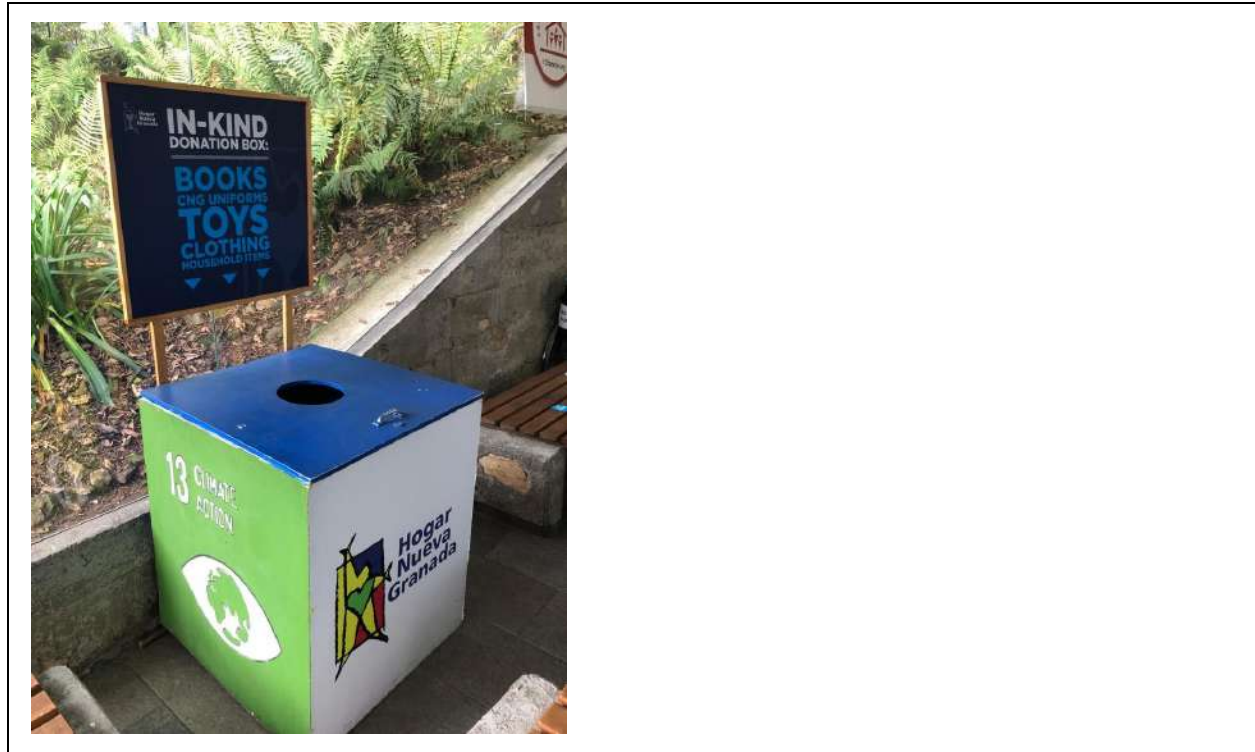
Grade: 2.75

We have a whole class called mindfulness and wellness to make sure that students are taking care of themselves, and they are practising this.



The only thing I would say, and I think it is a very big thing, that does lower the score a lot is that it is only one class that does this. If a student does not take this class, then they are not at all practising wellness, and then they're super stressed. I know so many people that are so stressed, and they stay up all night making sure that they're completing their homework. Our school should be making sure that our teachers are going to give us as less homework or making sure that we are being efficient while doing her homework, and so we're not on her computer so much.

Fashion	Grade: 2.0
<p>I personally don't think that does a very good job when it comes to fashion and making sure that we are wearing something sustainable.</p> <p>We do have a uniform, and a pretty fashionable one, but the problem with this is that it's not a very convenient one. The big problem with the uniform is that they shrink, and we outgrow them too quickly. They also get pretty uncomfortable really quickly since the material on the inside start getting a rough on the inside, if that makes sense; and because of this, a lot of students buy new clothes very often.</p> <p>We use a separate company who makes the uniforms, along uniforms of many schools. I went to their website, and wasn't able to find the manufacturer or where these products are being made, which I found to be suspicious.</p> <p>One good thing though is that our school does have a specific spot where we can donate uniforms and making sure that the uniforms are being reused. These go to our sister school, the Fundacion Hogar Nueva Granada, a foundation school that our school started to provide education to students who can't easily afford it.</p>	



Link to visual depiction of our report card:

https://www.canva.com/design/DAEtpM8mels/IzksUfJbcUHysvM_MJehJg/view?utm_content=DAEtpM8mels&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

Instagram Post:



REPORT CARD

Urban Ecology	4.0
Footprint	2.0
Biodiversity	3.75
Food Waste	1.0
Wellness	2.75
Fashion	2.0



earthlings_pgc
...

earthlings_pgc When doing this challenge, the biggest thing that I realized was how much I was looking at when I actually started paying attention. I've been going to school every day and there are so many things that I didn't realize that fit into these categories because I never really gave it a second thought. Today, when I was actually paying attention to all these and actually focusing on looking for these, I was able to realize how much there actually is at my school and how much at the same time it lacks. I also think the biggest solution is educating the students! We can resolve a lot of problems and make the school even better by just educating ourselves to become proactive!

@colegio_nueva_granada @turninggreenorg #pgc2021

5d

turninggreenorg Love that you saw things in new ways 🍀

5d Reply

Liked by **guada.schmidt** and 4 others

5 DAYS AGO

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