

parents  
workshop  
1.

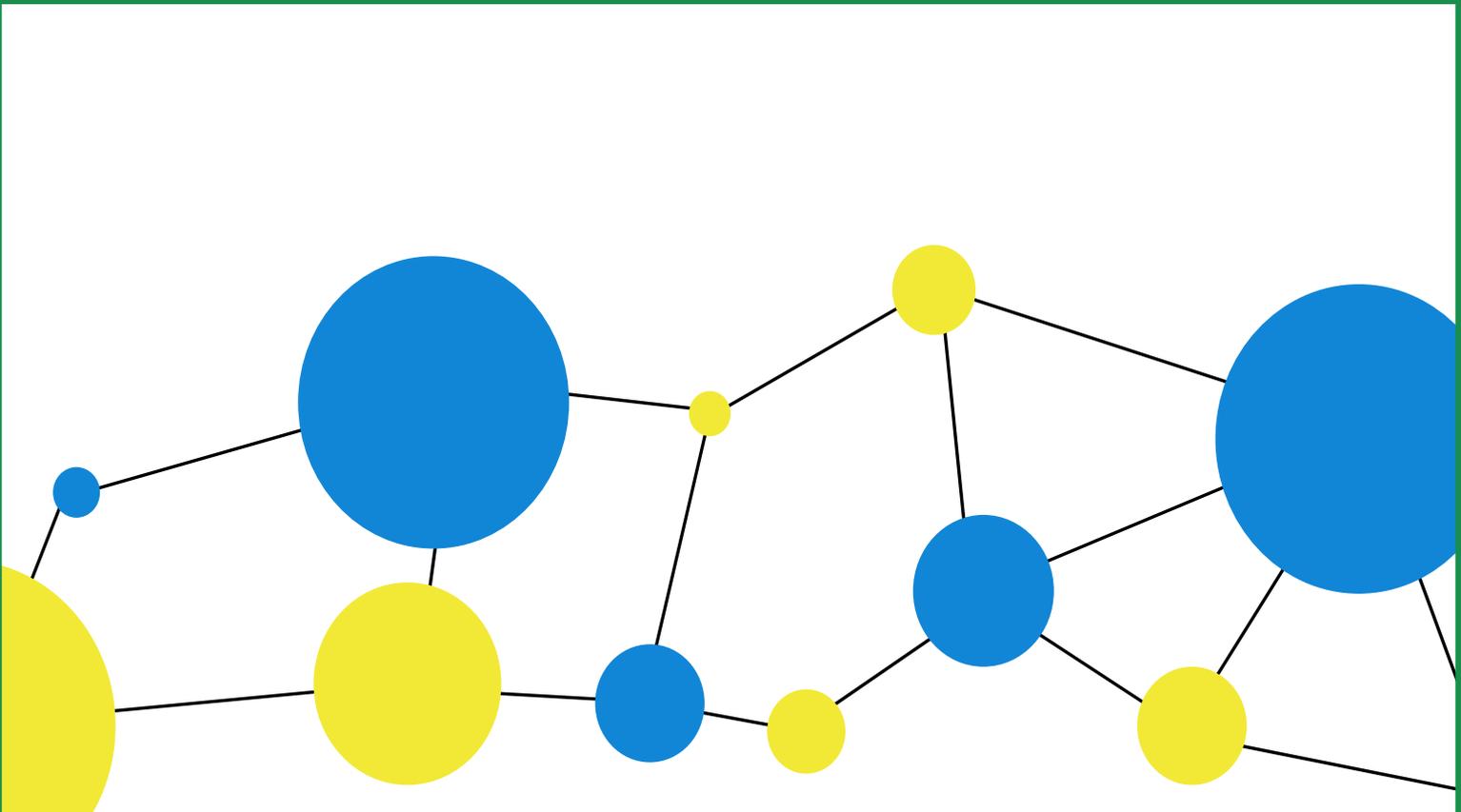


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# home school



# 1 what we want to achieve in this workshop?

According to EUROSTAT, in 2016, the total waste generated in the EU by all economic activities and households amounted to 2 261 million tonnes. Waste generation by households represents 8.3% of the waste share in Europe.

How much waste is generated by households in your country?

Families are one of the biggest consumer groups in Europe. As you can see, families are an important key for waste reduction. For this, is very important that families start taking actions for the preservation of our planet.

This workshop will support you in your role as facilitator of family learning, in the implementation of circular economy models.

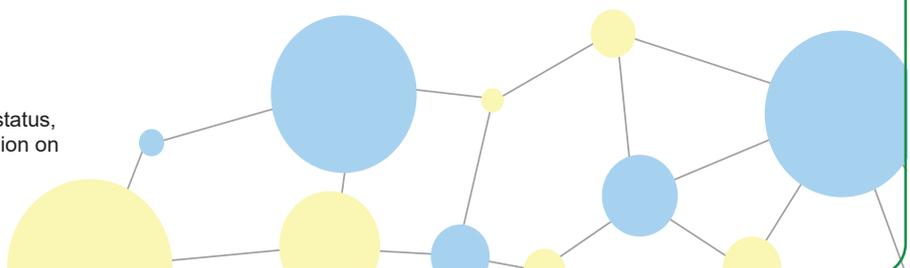
**Waste generation by economic activities and households, 2016**  
(% share in tonnes)

	Households
<b>EU-27</b>	<b>8.3</b>
Belgium	8.0
Bulgaria	2.4
Czechia	14.1
Denmark	16.6
Germany	9.4
Estonia	1.8
Ireland	9.9
Greece	6.6
Spain	16.8
France	9.0
Croatia	21.7
Italy	18.4
Cyprus	16.0
Latvia	34.4
Lithuania	16.8
Luxembourg	6.3
Hungary	18.2
Malta	8.4
Netherlands	6.1
Austria	7.0
Poland	5.2
Portugal	33.2
Romania	2.3
Slovenia	11.5
Slovakia	17.8
Finland	1.5
Sweden	3.1
United Kingdom	9.8
Iceland	40.4
Liechtenstein	5.4
Norway	22.0
Montenegro	13.5
North Macedonia	0.0
Serbia	3.2
Turkey	37.0
Bosnia and Herzegovina (*)	0.0
Kosovo (*)	10.6

(\*) 2012

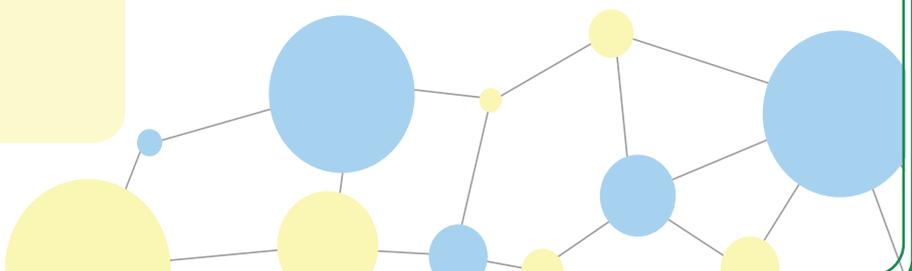
(\*) This designation is without prejudice to position on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo Declaration of Independence.

Source: Eurostat (online data code: env\_wasgen)



## goals: after completing this lesson, you will be able to:

1. This workshop will help you to raise awareness of environmental issues and the importance of implementing circular economy models, with your children, at home and in your daily life.
2. You will learn the main concepts of circular economy pedagogy while educating your children.
  - Tips for bringing the circular economy home into our daily lives.
  - Tips for Successful Parenting in this area.
3. You will be able to use the learning materials and resources in a dynamic way, according to the age of your children:
  - Comic Strips: 6 to 10 years old
  - Digital Breakouts: 11 to 15 years old
  - Webquests: 16 to 20 years old



### 3 theoretical introduction: what is the circular economy? how can we educate our children at home based on the circular economy?

The circular economy proposes to use as many biodegradable materials as possible in the manufacture of what we need. In this way, the materials can be returned to nature without causing environmental damage when their useful life is over. In cases where it is not possible to use eco-friendly materials, the aim will be to give them a new life by reintroducing them into the production cycle to make a new piece. When this is not possible, it will be recycled in an environmentally friendly way.

Society has changed, and in the last few decades the family has undergone a great evolution, in structure and in relationships. New values have emerged to replace those from the traditional families and also have varied in their composition and in their typology, encountering many different types. These changes have greatly influenced family functions and, together with the fact that children have been going to school earlier and earlier, have led many families to delegate their educational responsibilities to schools. On the other hand, there is great disorientation within families regarding the guidelines to follow in their education of children. Therefore, this workshop aims to help parents focus on educating their children at home about the Circular Economy.



**LINEAR ECONOMY**



*Like the cyclical model of nature, the CIRCULAR ECONOMY is a system of resource use in which the most important thing is the reduction of the elements.*



# Family: some concepts that will help us understand it better.

From the moment a baby is born, it is the family that takes care of them, since they do not take care of themselves, giving them care, affection, security and learning that will help them to obtain autonomy. In most languages, the word "family" is defined as "a group of related persons living together". Also, in most, but not all, cultures the traditional concept of a working father's family - a mother taking care of the family at home - children grown by the mother has been overcome (mothers as the prime carer, has changed and there are new models, sometimes it is the father or grandparents who take this role.)

Family is understood as the main and closest context in which the child develops, and therefore everything that takes place within the family influences them. In addition to learning to socialize at home, children learn the culture, norms and values of a society, that is, they internalize them and make them their own personality. At the same time, it is in the family that children establish their first emotional and affective ties and where they assimilate the norms and behaviours of the group to which they belong.

Educating at home can be complicated. Many parents imitate what they experienced at home, and since it worked for them, they think the same thing will happen for their children. But what worked before may not work anymore. Education has changed in all senses, and now seeks to educate by example through the values we wish to transmit, giving confidence, good arguments, understanding, autonomy, space, responsibility and love.

## Conventional family model deconstruction:

- Legal link not required.
- Two-parenthood not necessary.
- Blood ties not necessary.
- Decreased birth rate.
- Care for children not exclusive task of the mothers.
- Involvement of fathers in parenting tasks.
- Less traditional role sharing.
- Emergence of new family structures.

## Currently family concept:

Union of people who share a vital project of existence in common is destined to last. In this group strong feelings of belonging are generated. There is a personal commitment among its members. Intense relationships are established between intimacy, reciprocity and dependence.

Source:

- RODRIGO, M. J. Y PALACIOS, J. (1998): Familia y desarrollo humano, Madrid, Alianza.
- TFG "Una propuesta de trabajo para implicar a las familias en las escuelas de E.I., M<sup>a</sup> Victoria Blanco Blanco.

# Circular economy is the solution:

## reasons to say yes to the circular economy



- scarcity of raw materials
- some countries depend on other countries for their raw materials
- weather impact: the extraction and use of raw materials has significant environmental consequences, increases energy consumption and carbon dioxide (CO<sub>2</sub>) emissions.

## benefits of the circular economy:



- euro million saving
- greenhouse gases reduction
- pressure on the environment reduce
- improve the security of raw material supply
- innovation, growth and employment

More info links:



- [How to avoid climate change video.](#)
- [Circular economy \(European Parliament\)](#)
- [New circular economy package \(European Parliament\)](#)
- [Kids Influence Parents on Recycling](#)
- [Enabling the transformation to circular business](#)



Icons source

# 4 activities

After having an introduction to the current concept of family, we have been able to relate what we have read to our reality. To continue with home education based on the circular economy, it is important to know that in July 2015, UN Member States reached an agreement in which they committed to developing actions to combat climate change and ensure environmental sustainability. This is what is called: Sustainable Development Goals or SDGs.

The aim of this agreement is to ensure that people around the world live better lives without harming the planet; to this end, states will work to achieve these goals over the next 15 years, from 2016 to 2030.

The SDGs aim to improve the lives of all of us on our planet by sustaining natural resources to ensure social, economic and environmental

stability. Of the 17 targets set, more than half relate to sustainability and the environment: water, energy, habitability, production and consumption, marine life and terrestrial ecosystems, climate change.

Circular Economy has all these objectives intrinsically in the form of values, so it can be a great help if we at home are aware of these realities in Europe.

Circular Economy is worked through a new approach to all phases of development, repair, recycling, reuse and remanufacturing of products.

The consumers' role is also important, because when the perspective and pattern of consumption is changed, less and perhaps better is consumed. Therefore, we can learn a series of guidelines to educate our children from home.

## SUSTAINABLE DEVELOPMENT GOALS



This is a video link for more resources to explain to our children what Circular Economy is:

[The circular economy: from consumer to user](#)

Picture source



# activity 1

## How can we explain to children that the circular economy is beneficial not only environmentally but also economically?

Firstly, we can explain to them what the “product life cycle” is, and to do this we should choose a product that is more or less part of our daily lives and of which we know in only general terms how it is made and designed (some examples could be toilet paper, markers, some household appliances and our clothes...). Here is a link to learn about the circular economy in fashion:



[Creating a circular economy for fashion | Rethink Sustainability](#)

We go over the phases of product development with them, as well as what to take into account in sustainable design (amount of energy, resources, pollution... for all phases and their recycling if possible, which is the objective):

- Obtaining the raw materials
- Materials processing
- Manufacturing components (basic and auxiliary components needed for the assembling)
- Assembly and packaging
- Distribution and acquisition
- Installation and use or consumption
- Maintenance and/or updating

We can support our explanation by showing them models of places, cities... that have proposed a circular economy. Places where recycling, reuse, responsible consumption have a government support, and that even generates money and jobs, at the same time that its objective is to be sustainable.

Let's get to know the Ellen MacArthur Foundation, which was created in 2010 with the aim of accelerating the transition to the circular economy. They work with governments, businesses and academia to build a regenerative and restorative economy by design. Here you can find out who Ellen MacArthur is [Ellen MacArthur - Learning & The Circular Economy](#).



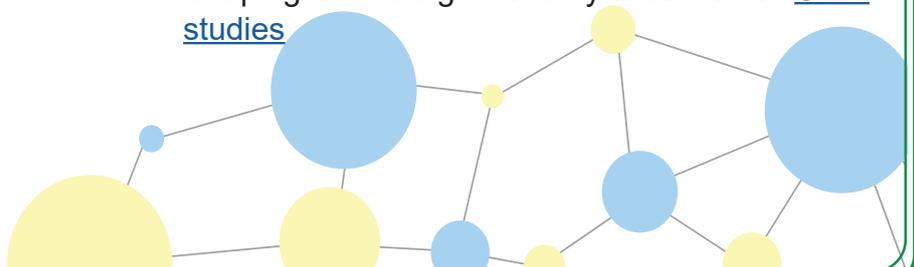
These are examples of how little by little, not only on a personal level or in our homes, if the will is there and the objectives are met, a circular economy is more than viable:



Brussels Regional Programme for a Circular Economy. Collaborating to achieve systemic change. [Case studies](#)



Amsterdam sharing economy action plan. Shaping a sharing economy that works. [Case studies](#)



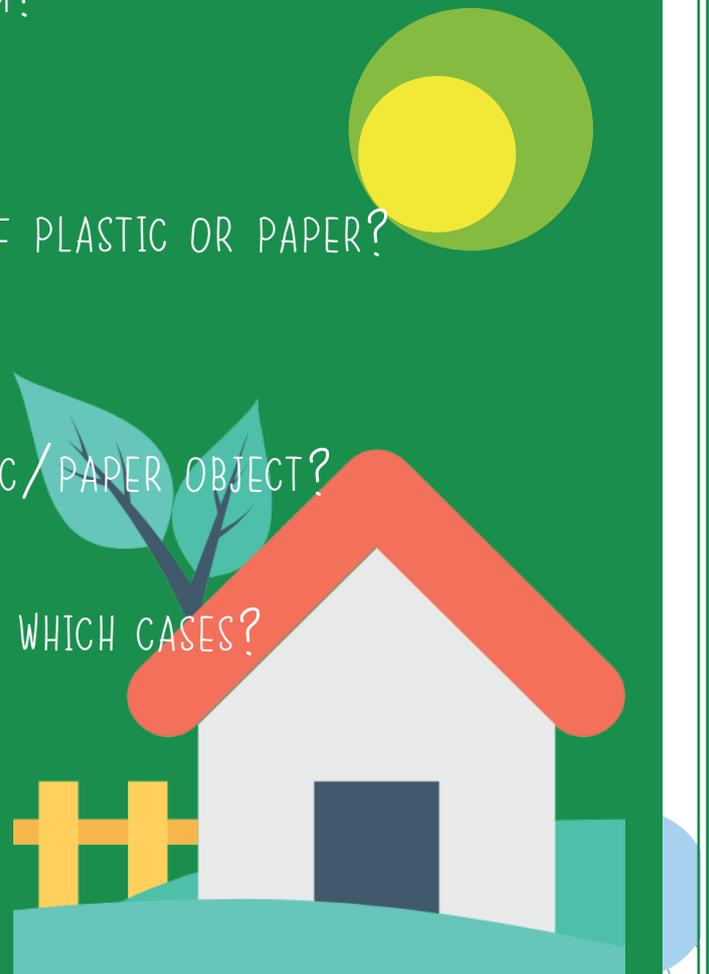
# activity 2

## Let's work with some ideas on how to bring the circular economy into the concept of our home.

Read each point carefully, identify it with some real situation with your children. Talk and discuss with your partner or family member to see if you have ever done anything about what is in this workshop or not. Write down on a piece of paper the things you do at home, the things you don't do... How could it be improved?

Before reading on...

- WHAT CAN YOU BRING TO THE GROUP ABOUT PLASTIC, PAPER...?
- DO YOU KNOW WHERE IT COMES FROM?
- HOW IS IT MADE?
- WHAT IS IT USED FOR?
- WHERE CAN WE FIND THINGS MADE OF PLASTIC OR PAPER?
- CAN IT BE REUSED?
- CAN IT BE RECYCLED?
- WHAT IS THE LIFESPAN OF A PLASTIC/PAPER OBJECT?
- DO YOU THINK IT IS EXPENDABLE?
- IF YOU THINK IT IS EXPENDABLE, IN WHICH CASES?



Icon source



# plastic

With these domestic guidelines, we bring the concept of small-scale circular economy to the daily lives of our children.



## Plastic bags:

We can educate our children to minimize the consumption of plastic bags, replacing them with cloth or raffia bags. We must teach them the amount of uses that can be given to a plastic bag, as well as its reuse for shopping, for storage... In addition, it is important to teach them, in a way that the children understand, the time that a bag needs to decompose. It is necessary to show them the alternatives to plastic bags, to make the purchase in backpacks, reusable raffia and clothes bags and to reuse the plastic bags that we buy (making them understand that this must always be the last option).



## Plastic packaging:

- Prepared food: usually packed in plastic, from sweet snacks wrapped individually to salads prepared inside several plastic containers. We have to teach our children that on the one hand, prepared food is less healthy because of the ingredients that make it up (such as preservatives), and on the other hand, a lot of single-use plastic is used to package it. The solution to this is to teach our children how to prepare healthy and easy to make snacks. At the same time, teach them the different ways to pack food: reusable tupperware, cloth napkins... or even, if at some point we have to buy a plastic container, reuse it.

- All of these can have many uses before they go to waste. For example, we can cut the base of a bottle, or the lid of a container as a soap dish.



# paper



Explaining the paper-making process to children at home is a very positive thing, why? Because in this way they know the process from the beginning and are aware of what can damage the environment in the production of paper. They use a lot of paper and cardboard at school and many of the toys they buy in shops are packed in cardboard boxes, even the small toys.

In this link we can see a video for children about the manufacture of paper:



[Educational video for kids: How Paper Is Made](#)

Once they know how paper is made, they must understand how to reuse that paper, to make circular use of the product. Thus, cardboard boxes of toys (or other things), we can use them for storage, or as a container itself for recycling paper at home.

Paper sheets should be used on both sides. Young children love painting. If you work in a place like an office where there is still a lot of bureaucracy or a lot of printing on paper, you can reuse the sheets of paper that are only printed on one side (make sure your company allows you to do this!). It would be a good idea if children used them to paint on the blank side. Once they can't use them again, they should go to the recycling bin. We can also teach them the possibility of buying recycled paper sheets, or even make our own recycled paper:



[Pulp & Deckle: Making Recycled Handmade Paper](#)

# Appliances



Let's think about all the appliances we have at home. Our children know them because they are in their day-to-day lives. Let's think about our family and friends... They have appliances too. What about the number of people who live in a big city?

According to the Statistical Institute of the Community of Madrid, Spain, in 2019, the Community of Madrid has 4,623,131 people between the ages of 25 and 79. In the hypothetical case that there was a washing machine for every 4 people, there would be 1,155,783 washing machines... a huge number! So imagine in places like London, New York, Toronto, Berlin...

A washing machine weighs an average of 167 pounds (76 kg). If we discard all the washing machines that we suppose there might be in the community of Madrid, there would be a total of 193652966.4289 pounds (87,839,508 kg) of garbage.



x 4.623.131



193652966.4289 lb  
87.839.508 kg

167 lb  
76 kg



# Some reasons to recycle a washing machine – you can also find out about recycling or reusing other appliances!

Recycling your washing machine saves the environment, and helps you play a key role in recycling e-waste while saving energy and repurposing raw materials.



Source: Capital Scrap Metal

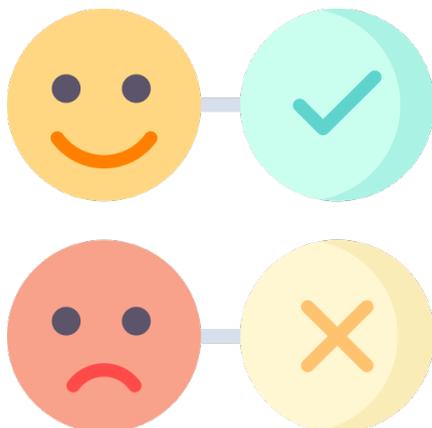
# activity 3

Here are some do's and don'ts to help educate children in the family. These tips can be applied to any concept in the education of our children. Why not also use them to guide them towards the circular economy?

Maybe things we tell children are somewhat difficult concepts for them, or even uncomfortable to do, like wrapping their lunch in a reusable napkin instead of buying an individual plastic-wrapped snack (something they will see a lot of on the street and from their peers). For these reasons we have to be patient and follow these advices.

First, let's work on the don'ts. Read each point carefully, identify it with some real situation with your children. Talk and discuss with your partner or family member to find out what mistakes or successes you have made in that situation. Write down on a piece of paper the positive and negative actions.

- What do you think you should do to improve these negative points?
- Do you agree with these points?
- Reason why you agree or disagree with this and share it with your partner or family member.

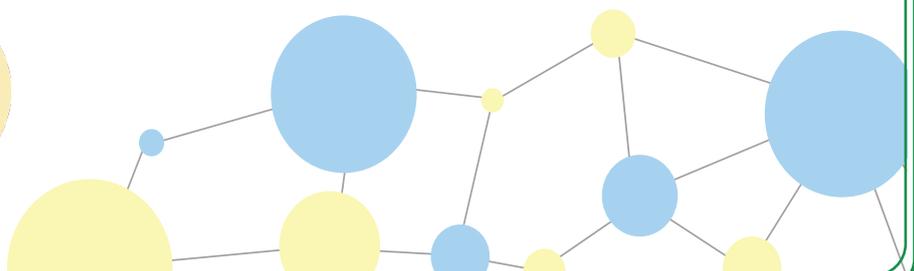


Icon source: Freepik

**1** Forget “don’t obey me at first”. Not everyone obeys at first. Try to find out why he/she’s not doing what he/she’s expected to do. He/she may be busy, in the bathroom, or absent-minded. After you find out, repeat politely and clearly what he/she should do, for example, “Please, honey, your recycle garbage can is full and the papers are falling out on the floor, remember to empty it today.”.

**2** Do not try to change everything that is not right about the circular economy at the same time. It is advisable to make a list of the behaviours to be improved in our children, and little by little, in order of priority, help the child to improve them. We must know that the child is not capable of memorizing many “orders” at once.

**3** Negative habits to gain parents attention can become a pattern of behaviour if they are ignored by their parents. For example, a child may make a mistake when he writes a school task on a sheet of paper, and to draw attention to his anger, he/she rips up some sheets. We have to teach him not to get angry about such things and that ripping a sheet without having used it completely is not right.



Secondly, we are going to work with the five guidelines that must be carried out in the education of children in the home. Read each point carefully, identify it with some real situation with your children. Talk and discuss with your partner or family member to detect what mistakes or successes you have made in that situation. Write down on a piece of paper what these positive and negative actions are.

- What do you think you should do to improve it?
- Do you agree with these points?
- Reason why you agree or disagree with this and share it with your partner or family member.

**1** When he/she starts to get angry and throw a “tantrum” don’t show that you’re having a bad time. Tell him/her in a calm tone of voice that you have time and will wait until he/she obeys you. At that time, do not make eye contact, laugh or ridicule him/her.

**2** Reinforce the good things. Positive reinforcements such as gestures of affection, encouragement, rewards are more effective in educating than punishments. That is why we should always give him/her emotional support and let him/her be the one who, according to his ability, solves the problems. Children are very sensitive and labels such as “silly” or “bad” are very harmful to them and can negatively affect their self-esteem. We must be generous with everything that makes them feel valuable and loved. If we reward them with caresses, hugs or words like “good” or “clever”, we are building good self-esteem. Just as important as rectifying their bad behaviors is recognizing and reinforcing the good ones. Talk about him/her positively to the people around him/her. You can act as if he/she doesn’t notice, it will be very comforting for the child to hear you speak well of him/her.

**3** Be grateful for change, initiative or obedience. Children seek constant approval from their parents or tutors, so any reinforcement they receive strengthens their habits: “I am proud that you have organized the clothes that are small for you and have prepared them for donation, you are a very responsible girl/boy.”

**4** Be an example to them. Einstein said: “Setting an example is not the main way to educate, it is the only way”. An example is better than a thousand sermons. From a very early age children tend to imitate all our behaviour, good and bad. We can take advantage of everyday habits - such as separating our waste, eating less meat, shopping in local shops, not throwing food away - so that they acquire correct habits and, little by little, assume useful responsibilities.

**Once we have finished analysing all these points with our partner or family member, we are going to have a common discussion with the whole group. The aim of this debate is to share our experiences, our reflections and our conclusions, to end the workshop with a positive feeling of learning and improving education in the family.**

## 5 intellectual outputs presentation

To learn more about the circular economy, the ICE-CAP project has produced a set of learning resources that you can use as a family:

### comics: buzz bee: tales of the eco-kids



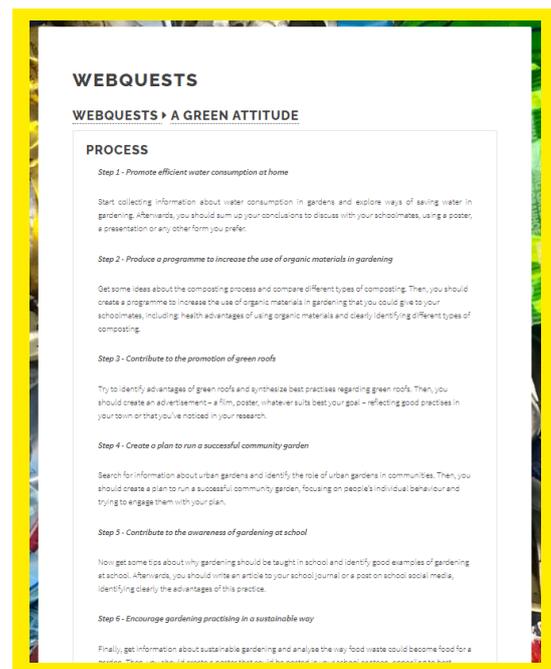
These comics are intended for children between 6-10 years old. Through several characters, they tell everyday stories that will make children identify with them. In addition, there are some activities for the children and tips for the parents. The topics they deal with are:

- travel-sustainable transport
- christmas-food
- water-waste
- gardening-energy
- plastic-school
- fashion-recycling

### digital breakouts:

Digital Breakouts are designed for children between 11-15 years old. They deal with the same topics as comics but the content is suitable for this age.

### webquests:



Webquests are designed for children between 16-20 years old, who will work deeper on Circular Economy.



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ICE-CAP Waste not Want not



CREATIVE EXCHANGE



USTANOVA ZA  
OBRAZOVANJE  
ODRASLIH | ADULT  
EDUCATION  
INSTITUTION



S V E B ■ Schweizerischer Verband für Weiterbildung  
F S E A ■ Fédération suisse pour la formation continue  
Federazione svizzera per la formazione continua  
Swiss Federation for Adult Learning

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Exchange and mobility



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