

# National Operator Meeting Eco-Schools.

Paris, 18th November 2017

**Lycée des métiers Emile Baudot de Wassy**

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Good Morning, my name is gaëlle daire and my colleague Delphine Camus.



We are both biotechnology teachers in Wassy a little town in Haute Marne.



Our Vocational School is located in the countryside, near one of the biggest lake in Europe, The Der Lake.

## SUMMARY

Presentation of our school

Labelling history

Eco-school Project 2016-2017

Filgood : a diagnostic tool

**First we will present you our school, then how we get the label since 2009 and to finish our eco-school project from last year and how we used the diagnostic tool filgood.**

# Presentation of our school

## WELCOME TO EMILE BAUDOT



lycée professionnel  
lycée des métiers  
Emile Baudot Massy



académie  
de la région  
Île-de-France  
Éducation  
nationale



There are 225 students in Emile Baudot. 69 percent of them come from a disadvantaged background. Renovated in 2005, it enables students to enjoy a pleasant setting in order to reach their training objectives.

# OUR TRAININGS

3<sup>ème</sup> PEP



**i'm going to presente ours five school trainings :**

the 3 PEP a one year course to discover different types of jobs

## CAP ATMFC



CAP ATMFC: a two years training course to become home careers or collective catering assistants.





CAP AS: a two year course to become security agents.



BAC PRO COMMERCE: a three year business course



BAC PRO SECURITE: a three year training course to work in public or private security (firefight or policemen trainings.)

# Labelling history

2009 our first label for a work on the theme of litter



2009 was the year of our first label for a work on the theme wastes and litter.

2009, first partnership. It continues today



**SMICTOM**  
NORD HAUTE-MARNE

collecte des déchets ménagers

We get our first partnership with the SMICTOM, who manages the collection of waste in our department.

2010 : Bush and Flowers' plantation.



In 2010 Bush and flowers were planted to enjoy a pleasant setting.

2012, the living environment of the pupils changed with the making of the educational garden and with the flowering of the lawn.





2013 our 1st eco-code, for a work on the theme of food





Our Eco-code

2015 , 1st forum on the theme of water

Jeudi 23 avril 2015  
**Dizier et arrondissement**

WASSY

## Pour un lycée plus éco-eau-gique

Mardi après-midi, les 3<sup>e</sup> du lycée professionnel Emile-Baudot ont organisé un forum éco-lycée : ils ont présenté plusieurs ateliers autour de l'eau. Ils soumettront leur projet pour tenter d'obtenir, pour la cinquième fois, le label "Eco-lycée".

Qui n'a jamais songé à faire baisser sa facture d'eau ? Ou à réduire ses déchets pour la sauvegarde de la planète ? Ces problématiques intéressent les adultes mais aussi - et c'est heureux - les jeunes générations. Mardi après-midi, les 3<sup>e</sup> du lycée Emile-Baudot ont organisé un forum écologique, dont le thème est l'eau, en vue de recevoir le label "Eco-lycée". L'établissement est habitué à recevoir cette distinction, qu'il a déjà obtenue quatre fois. *« Avec les élèves, nous avons étudié les factures d'eau du lycée et nous avons réfléchi au moyen de faire baisser cette somme »,* explique Gaëlle Baire, professeur principale des 3<sup>e</sup> et responsable du projet "Eco-lycée". En plus de cette réflexion, les élèves ont monté plusieurs at-

eliers et devinettes, qu'ils ont dévoilés hier aux autres classes de l'établissement. Au stand de Maxime et Alexis, les jeunes ont deviné le pourcentage d'eau présent à différents endroits du corps humain, comme les os, les reins, le cerveau ou encore les muscles. Un peu plus loin, avec Ryan, Lucas, Clément et Yohan, ils apprenaient, parfois avec surprise, combien de litres d'eau on utilise à la maison pour les tâches du quotidien. Par exemple, on utilise entre quinze et 50 litres d'eau pour la machine à laver, de 180 à 200 litres pour laver sa voiture et... au top du palmarès, 200 litres d'eau pour prendre un bain.

Les élèves vont soumettre leur travail au label national, qui décidera de l'attribution de cette dis-



Avec Ryan, Lucas, Clément et Yohan, on découvre les litres d'eau nécessaires aux tâches du quotidien. En attendant, le lycée a déjà opéré quelques changements dans ses cuisines, en pré-

férant des produits d'entretien à base d'huiles essentielles.  
**Carole Pontier**

In 2015 we organized for the first time a forum on the theme of water. Our eco code was a model explaining how water is polluted by human activities.



In 2016 we worked with our partnerships on the theme Solidarities.

Les Bouchons d'Amour: the school collects plastic caps in favour of disabled people;  
 Association SPA in Saint-Dizier: business students collect animal food in favour of the local animal shelter.

Telethon: every year in December, Business students sell items in favor of medical research against muscular dystrophy.

Ajal: students gather cardboards for this association in charge of reintegrate unemployed people.

Our Eco-code 2016



lycée professionnel  
lycée des métiers  
Emile Baudot Wassyl



- 2 pincées d'énergie
- 0 gaspillage
- 1 goutte d'eau
- 6 poignées solidaires

Je suis éco-citoyen  
Je prends mon lycée en main



*Document réalisé par les éco-ambassadeurs du lycée des métiers Emile Baudot*

Our eco code was a greetings card: 2 pinches of energy, 0 waste, 1 drop of water, 6 unite hands.

I am an eco-citizen; I take my school in hand.

# **Eco-School Project 2016-2017**



**Last year we decided to take the last eco-school theme: the health**

We have made with students the ecoschool diagnostic :

we talked about air quality, living environment, food, school climate and well being.

## Main Conclusions

- **Quality of air** : the students are not really concerned by this subject because of their young age.
  - **Comfort** : the acoustic comfort is a key element for the student's work
  - **Diet and Health** : Most of our students skip breakfast. It is a problem because this causes their performances' dropping in the morning.
  - **Physical Activity** : Physical education is a source of clash with some students' refusing to practice.
- School Atmosphere** : Last year solidarity's promotion between students enabled to reduce prejudice and verbal violence

## Our eco -school action plan



## EXPERIENCE DISABILITY



### **First step :**

During one morning the students walked in the city with different situations of handicap

## INTEGRATION DAYS



During one or two days, students made physical activities on the Der lake in order to know themselves better

3 Actions

EXPERIENCE DISABILITY

INTEGRATION DAYS

THE GENRE AND JOBS

To encourage pupils' integration

To develop a critical mind on such topics as disability or professional mixing.

To challenge received wisdom.

1 aim



In collaboration with

LA BASE DE VOILE DU LAC DU DER



## BREAKFAST AT SCHOOL



### Second step :

A class suggested to other classes to have breakfast at school and gave advices for a good breakfast.

## WEEK OF TASTE



A class prepared different dishes and invited other students to taste them

2 Actions

BREAKFAST AT SCHOOL

WEEK OF TASTE

1 aim

To encourage the students to choose healthy food

In collaboration with



## Third step :LISTENING TO RISKS

Aim : to raise hazards awareness and train ambassadors to inform their peers about the consequences of risk taking ( alcohol, drugs and loud sounds)

In collaboration with



Association Nationale  
de **PRÉVENTION**  
en **ALCOOLOGIE**  
et **ADDICTOLOGIE**

**A.N.P.A.A.**



Consultations  
Jeunes  
Consommateurs



## HEALTH FORUM

Aim : To involve teenagers in an informing and awareness-raising project..



In collaboration with



### **Final step :**

In early March, when all our students are in class, we decided to create a health forum. Our main goal was to involve adolescents in an information and awareness project. Many classes have created different activities to inform other students;

Knowing that MGEN was a new eco-school partner we contacted mister Delagneau, the director of the haute marne section. We invited him to participate to our forum

### **Here are the different activities in our forum**





The CVL students with the school “CPE” and the school nurse, exchanged with other classes about the alcohol.

**First activity :** The CVL Students with the chief education adviser and the school nurse exchanged with others classes about the alcohol.

*Now let's play, games on the importance of eating healthy.*



One fruit, two fruits, how to eat them during the day.



What is a good breakfast

**Second activity:** different games on the importance of eating healthy  
one fruit, two fruits how to eat them during the day  
What is a good breakfast  
Do you know the food pyramid ?



***Fitness working group***

**Another activity** on the importance of physical activity: a class and a physical education teacher have prepared fitness exercises

*Sport is another important element in nutrition.*



**This one** talked about sport and nutrition with several games



***Fotonovela working group :  
What is risk taking?***

Finally a fotonovela working group: what is risk taking? presented their creation in front of other classes

.

We thank the MGEN for having joined us on this occasion



FILGOOD TEST



TEST ABOUT NOISE' EFFECTS

MGEN proposed **two activities** :

the filgood test: the students estimated their health capital and a test of their knowledge about noise effects.

**During this day, all our students have been health ambassadors or have received information to take care of their health.**

# Filgood : a diagnostic tool





TAKE RISKS OR PROTECT MYSELF



During the forum Filgood enabled us to draw up an initial assessment of the needs of our students to preserve their health.

Some of them are surprised to discover that only a few questions can give us so much information about their relationships to the adults.

For example a young girl to whom I explained her diagram told me : “ but madame how do you know all this ... I have never talked about it.”

	Sleep disorder	Often No breakfast
<b>FILGOOD RESULTS</b>	Boys : 41,94% Girls : 36,23%	43,89 % of teenagers
<b>NATIONAL STATISTICS</b>	Boys : 7,8% Girls : 12,6%	29% of teenagers

As a reminder, 69 percent of them come from a disadvantaged background. A survey was carried out on young people from all types of schools. According the National Statistics, our students have a lifestyle below statistical data. (39% have a lack of sleep 44% do not take breakfast.)

	Smoke every day	
<b>FILGOOD RESULTS</b>	33,33% of teenagers	
<b>NATIONAL STATISTICS</b>	20,9% of teenagers	

	Be drunk at party	protect themselves during sexual relations.
<b>FILGOOD RESULTS</b>	BOYS 22,58% GIRLS 26,32%	BOYS 5,56% and GIRLS 9,09% (27,27% of girls don't pronounced)
<b>NATIONAL STATISTICS</b>	BOYS 18,7% GIRLS 11,2%	BOYS 10,6% GIRLS 23,5%

they are often led to take risks. 48% smoke a lot and as you can see it's on 20ù for national statistics. 42% are drunk at parties and it was a surprise it's more girls than boys.

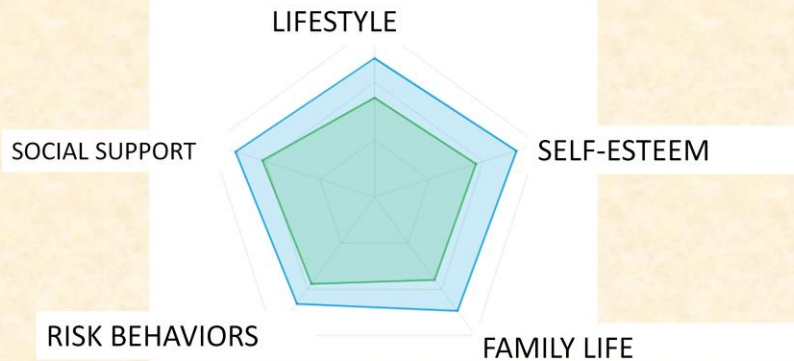
	Self respect	Feel respected/supported
<b>FILGOOD RESULTS</b>	30% don't feel good about themselves; 41% don't have self confidence; 43% are stressed	87% feel respected 32% don't feel supported
<b>NATIONAL STATISTICS</b>		
	Good relationships with parents	Never ask their families to watch them
<b>FILGOOD RESULTS</b>	BOYS :48,39% GIRLS : 63,16%	8,7% of teenagers
<b>NATIONAL</b>	BOYS :82,05%	0,8% of teenagers

Although we have a quiet setting in the countryside, the students' relationships with their family and adults in general are difficult. This affects their self-esteem (30% don't feel good about themselves, 41% don't have self-confidence, and 43% are stressed).

According to the filgood diagnostic results , the health forum made it possible to meet the information needs of our teenagers.

For this new school year, the Filgood tool was set up in September. Students like his anonymous way but many are asking us for help to interpret their diagram.

#### CURRENT RESULTS OF THE FILGOOD TEST



For this new school year, the filgood tool was set up in September. Students like he anonymous side but many are asking us for help to interpret their diagram.

The current assessment will be the basis of an action plan drawn up by the health and Citizen Education Committee of our school, the Eco-School topic for this school year is Litter and Waste.

# Concrete benefits from eco-school

Verbal and physical violence has decreased within classes.

The students have gained more self confidence and are more inclined to be actors of their projects.

They have got keys to make health choices.

The publication of their work by the press has improved our students eco-citizenship and their self-respect.

For us, teachers, the project made us approach differently the school programmes.

THE END

Thank for your attention