

# WASTE 4think.eu

**PAYT**  
PAY AS YOU THROW

WASTE  
4think

#blogAclima

The infographic is a light grey rounded rectangle. On the left, a green circle contains the text 'PAYT' in large bold letters and 'PAY AS YOU THROW' below it. In the center, a circular inset shows a person in a green shirt and blue pants putting a black trash bag with a white Euro symbol into a grey trash bin. On the right, the 'WASTE 4think' logo is displayed, with 'WASTE' in a dotted font and '4think' in a solid font. At the bottom left, a green box contains the hashtag '#blogAclima'. At the bottom right, there is a small green and blue circular graphic.



European  
Commission



Horizon 2020  
European Union funding  
for Research & Innovation



# DIGITAL PROJECT

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|                            |   |
|----------------------------|---|
| <b>NAME</b>                | PAYT Pay as you throw   |
| <b>AGE GROUP</b>           | Basic Education (primary and secondary)   |
| <b>MAIN SUBJECT</b>        | PAYT  |
| <b>PROJECT DESCRIPTION</b> | Set of <b>experiences</b> to know the concept of PAYT   |
| <b>DURATION</b>            |  <b>6 HOURS</b><br>Distributed in 3 weeks' time  |
| <b>RESOURCES</b>           | <ul style="list-style-type: none"><li>• Work scenario 1: Internet connection available: Internet connection, paper or PDF materials.</li><li>• Work scenario 2: There is no internet connection: Materials on paper, photocopies, cardboards, scissors, markers and glue.</li></ul> |
| <b>WORKING METHODOLOGY</b> | Work by projects. Inductive thinking. Propose a hypothesis, analysis and presentation of results. Team work.<br> <b>3 TEAM MEMBERS</b>   |
| <b>SPECIFIC OBJECTIVES</b> | <ul style="list-style-type: none"><li>• Identify the waste payment systems</li><li>• Know the PAYT system</li></ul>   |



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| <p><b>GENERAL COMPETENCES</b></p> | <ul style="list-style-type: none"> <li>• Competence for verbal, non-verbal and digital communication</li> <li>• Mathematics, Science and Technology</li> <li>• Digital competence</li> <li>• Initiative and entrepreneurial spirit</li> <li>• Learn to learn</li> </ul> |
| <p><b>CONTENTS</b></p>            | <ul style="list-style-type: none"> <li>• PAYT</li> <li>• Waste taxes</li> <li>• Zero waste</li> <li>• Zero waste ecosystem</li> <li>• People as agents of change</li> </ul>   |



## EVALUATION CRITERIA TRANSVERSAL BASIC COMPETENCES

- Communicating in a mother tongue and foreign language (EU). Competence for verbal, non-verbal communication.
  - Know how to communicate
  - Communicate, orally and in writing, with fluency, autonomy, creativity and effectiveness.
  - Use, in an integrated and harmonious way, the basic codes of body language, arts and maths.
  - Interpret, in a critical way, the socio-communicative reality of the society and the world and participate responsibly and with an ethical sense in the communicative processes of its context.
  
- Digital competence (EU). Competence for digital communication.
  - Interpret and evaluate, in a critical way, the messages of the social media.
  - Use ICT resources appropriately, effectively and responsibly, for designing and planning a task, managing information, creating digital productions, cooperating and communicating results.
  
- Learning to learn (EU). Competence to learn to learn and to think.
  - Search select and record information from various sources (printed, oral, audio-visual, digital ...).
  - Understand and memorize information (comprehensive thinking).
  - Interpret and evaluate information (critical thinking).
  - Create and select ideas (creative thinking)
  - Use cognitive resources strategically, mobilizing and transferring learning to other situations.
  
- Social and civic competences (EU). Competences to live together.
  - combining the satisfaction of their own and others' desires, assertively expressing their own feelings, thoughts and desires, while actively listening and considering the feelings, thoughts and desires of others.
  - Learn and work in groups, assuming their responsibilities and acting cooperatively in the tasks of common objective, recognizing the richness of the diversity of people and opinions.
  - Behaving in accordance with the ethical principles that derive from human rights and in accordance with social norms that derive from the basic social conventions for coexistence.
  - Find a solution to conflicts, through dialogue and negotiation.



- Sense of initiative and entrepreneurship (EU). Competence for initiative and entrepreneurship.
  - Generation of new ideas and solutions and suggesting alternatives to improve reality with a critical spirit, solidarity and from social responsibility.
  - Execute the planned actions and adjust when necessary.
  - Evaluate the actions carried out and make suggestions for improvement.
  
- Sources:
  - \* Heziberri\_2020\_c.pdf
  - \* GENERAL\_STRUCTURE.xlsx (COMPETENCES tab)

**EVALUATION CRITERIA. BASIC DISCIPLINARY COMPETENCES**

- Communicating in a mother tongue and foreign language (EU). Competence in linguistic and literary communication.
  - including oral and written texts, in different supports, of different genre from the fields of use of interpersonal relationships, media, learning. Recognizing the global meaning and selects the information relevant to the proposed objective.
  - Producing, in a guided way, oral or written texts, in different supports. Belonging to areas of use such as interpersonal relationships, media, learning.
  - Participating in the interactive situations of the classroom and in the centre, respecting the rules of communicative exchange.
  - Using ICT in a guided manner in the recovery, selection, processing and communication of information to answer to the needs of the activity.
  
- Mathematical, scientific and technological competence (EU). Mathematical competence
  - Developing and cultivating appropriate personal attitudes inherent to the mathematical task in the search for solutions to research and problems. Identifying and posing simple problems of daily life that can be solved using different mathematical contents.
  - Solving and formulating simple problems related to objects, facts and situations of daily life, selecting the operations and using the corresponding basic algorithms or other resolution procedures, including calculator, and orally expressing the process carried out.
  - Solving open problematic situations and simple mathematical investigations and small work projects on numbers, calculations, measurements and geometry, using different strategies, collaborating



- Mathematical, scientific and technological competence (EU). Scientific competence Natural Sciences.
  - Performing with the help of a script, research and field or laboratory practices applying the scientific methodology, assessing its execution and interpreting its results.
  - Applying strategies of scientific work in the realization of tasks and projects.
  - Using digital tools and Internet to manage information and create new content.
  - Linking scientific ideas with technological advances and in other fields, recognizing that they allow an improvement in the quality of life.
  - Suggesting, from examples of daily life, some of the main uses that people make of natural resources, pointing out advantages and disadvantages and making proposals for their conservation.
  
- Mathematical, scientific and technological competence (EU). Technological competence Technology.
  - Accessing services for the exchange and publication of digital information under criteria of security, privacy and responsible use.
  - Preparing and publishing contents on the web that integrate textual, numerical, sound and graphic information adequately.
  
- Social and civic competences (EU). Social and civic competence
  - Obtaining relevant and concrete information about facts or phenomena previously delimited, using different sources, both direct and indirect.
  - Developing responsibility, effort, perseverance and reflection on the learning process itself.
  - Value group work, showing attitudes of cooperation and responsible participation, accepting differences and tolerating the ideas and contributions of others in the dialogues and debates.
  - Developing creativity and entrepreneurial spirit, increasing the capacities and competences to using multiple information to obtain innovative conclusions in different situations.
  - Making a responsible use of nature's assets, contributing to preserving the environment by understanding and interpreting events, analysing causes and predicting consequences.



- Cultural awareness and expression (EU). Consciousness and cultural expression
  - Applying in visual and musical productions, techniques and resources appropriately to their own needs for expression and communication, arguing the reason for the choice.
- \*EB\_curriculo\_completo.pdf
- \*GENERAL\_STRUCTURE.xlsx (COMPETENCES sheet)

|                               |  |
|-------------------------------|--|
| <b>EVALUATION METHODOLOGY</b> | RULES FOR SELF-EVALUATION, INDIVIDUAL AND / OR GROUP EVALUATION. |
|-------------------------------|--|

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| <b>LEARNING EXPERIENCES</b> | <h2 style="color: #4F7942;">EXPERIENCE 1</h2> <h3 style="color: #4F7942;">PAYT</h3> <p><u>Experience:</u><br/>Using the 0Waste mobile game or other tracking system, collect information individually or in teams to monitor the waste generation. Analyse the data and decide who must pay more and why. Try to reduce the generation and as a consequence, the amount of taxes.</p> <p><u>Teacher:</u><br/>Organize the experience regarding the 3 weeks' time:</p> <ol style="list-style-type: none"> <li>1. Week: Start collecting data of waste generation individually or in teams. Analyse in teams and present different types of waste payment, taking into account the municipalities one. Decide which one would apply to the classroom teams and</li> </ol> |
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calculate each team waste generation cost. Make a ranking of the teams according the waste generation and the economic issues.

**Information:**

- <http://web.bizkaia.eus/es/web/educacion-tributaria/impuestos>
- <http://www.zamudio.eus/es-ES/Ayuntamiento/Ordenanzas-Reglamentos/Paginas/Ordenanzasfiscales2017.aspx>
- <https://www.interregeurope.eu/policylearning/news/550/pay-as-you-throw-schemes-increase-recycling-rates/>

2. Week: continue monitoring the waste generated and its cost, regarding the payment system defined. Define actions to reduce the generation and analyse its impact in the payment.
3. Week: continue monitoring the waste generated after applying zero waste activities decided to use and compare with previous weeks. Make a new ranking of the teams according the waste generation and the economic issues.

Each week update the ranking and exchange recommendations and tricks in order to reduce the amount of taxes payed.

**Evaluation:**

Auto evaluation survey. (Annex)





## MOBILE GAME

### MOBILE GAME 1

#### 0WASTE

Use the mobile game from de Waste4Think project called 0Waste to reinforce the classification concepts and compare the type of recycling and amount of it among the students.

### MOBILE GAME 3

#### TREASURE MACHINE

Use the mobile game from de Waste4Think project called Treasure Machine to work with concepts related with waste valorisation.

### MOBILE GAME 4

#### GYMKHANAS

Use the mobile game from de Waste4Think project called GYMKHANAS to work with concepts related with waste valorisation.

## SERIOUS GAME

### SERIOUS GAME 2

#### Eco-design Game

Use the serious game from de Waste4Think project called Waste2Sort to reinforce the concepts.

### SERIOUS GAME 3

#### VIRTUAL CITY

Use the serious game from de Waste4Think project called Virtual City to reinforce the concepts.



## APPS

### APP 1-2

#### CITIZEN AND LOCAL TRADE APP

Use the app from de Waste4Think project called Citizen and Local Trade to reinforce the concepts.

### APP 3

#### LOCAL TRADE

Use the app from de Waste4Think project called Citizen and Local Trade to reinforce the concepts.



# EXPERIENCE 1 - EVALUATION

## WHAT HAVE YOU LEARNT?

| CONTENTS & COMPETENCES   | Totally agree | I agree | I disagree |
|--|---------------|---------|------------|
| We know what the waste tax systems are   |               |         |            |
| We know the PAYT system  |               |         |            |
| We know how the generation could change the amount of taxes                    |               |         |            |
| GROUP WORK   | Totally agree | I agree | I disagree |
| We have created a team   |               |         |            |
| We have put a name to the team   |               |         |            |
| We have shared the work equally  |               |         |            |
| We have participated all the people fairly                                     |               |         |            |
| We were able to reach an agreement when different opinions raised.             |               |         |            |
| We have helped our group partners when it has been necessary                   |               |         |            |
| If we had a problem, we tried to solve it                                      |               |         |            |
| If we have not been able to solve it, we have asked the tutor for help         |               |         |            |
| USE OF ORAL AND WRITTEN LANGUAGE   | Totally agree | I agree | I disagree |
| We have spoken clearly respecting available time and in the requested language |               |         |            |
| The texts created have no spelling mistakes                                    |               |         |            |
| We have used commas and punctuation marks correctly                            |               |         |            |
| We have used capital letters at the beginning                                  |               |         |            |
| We have look for words that we did not understand                              |               |         |            |
| We have used at least one new word throughout the activity                     |               |         |            |
| USE OF TECHNOLOGY  | Totally agree | I agree | I disagree |
| We have used internet images correctly (free images or quoting authorship)     |               |         |            |
| We have surf in internet searching information about waste                     |               |         |            |
| We have verified the sources of information and validate the contents shown.   |               |         |            |
| We have used digital tools to create the poster                                |               |         |            |



What would you improve in your next group activity? Free space for suggestions

