



PROJECT OUTCOMES

ETWINNING PROJECT: “ECO-STUDENTS AGAINST CLIMATE CHANGE”

TEACHERS AND SCHOOLS PARTICIPANTS:

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1. THE ORIGIN OF THIS PROJECT

This project was founded the 1st September 2020 as a consequence of the work of the teachers of this Project during the summer 2019.

The founder partners from Spain and from France met in the partner forums in eTwinning because they had the same idea of project and they wanted to work with their students in eTwinning the issue of Climate change.

The partner from Lithuania was interested in the project because in the previous school year, she had worked in the eTwinning project "Virtual trip" with the same partner from Spain. This previous project was awarded with a quality label in Lithuania and in Spain. Therefore she decided to join to the project because they wanted to work on the second project together.

The teachers that participated in this Project were aware of the importance of taking care of our planet and stopping climate change.

2. DESCRIPTION OF THE PROJECT

Students have investigated climate change, the impact of human activity in global warming, the greenhouse effect and other environmental issues. They have reflected on the way they consume and have implemented different actions at school and at home to contribute to stop climate change and preserve the nature. They have participated in European mobility week, in Climate week, in Earth's Day, in the World Environment Day and in many other activities.

Students have organised into 6 international teams. Each international cooperative team has chosen an environmental issue to investigate and to prepare a presentation to show the results to the other teams.

Finally, they all together have elaborated a presentation to be shared with the schools to disseminate these measures.

During the development of the project, students have participated in discussions, have used their critical thinking and creativity to work collaborately. Also, there's a very big impact of the project at schools and at home.

3. ACHIEVED OBJECTIVES

The educational objectives achieved with this project are:

- To connect scientific content (Biology, Geology, Chemistry, Physics,...) and English in the curriculum and common aspects of everyday life, especially related to nature and environment.

- To become aware of the influence of the human activity in the climate change and to investigate actions to contribute to reduce the Earth's global warming.
- To develop the key competencies among students.
- To learn their country as well as other countries.
- To get aware of the similarities and differences between the countries, developing tolerance and cooperation.
- To use English to communicate and to know knowledge and vocabulary related to environmental education.
- To improve results in the class and to increasing motivation, interest and effort among the students.
- To promote cooperative learning in the classroom.
- To use ICT as a strategy for searching information, sharing and disseminating results and as a communication tool.
- To collaborate with students from other countries.

4. WORK PROCESS

STEP ONE: 1st TERM (September 2019-December 2019)

This term we did many interesting activities, for example:

ACTIVITY: PRESENTATION OF THE PROJECT. SECURITY RULES ON THE INTERNET

The teachers of each country presented the project to their students. They emphasized the security rules on the Internet.

ACTIVITY: ETWINNING PLATFORM AND TWinspace

The teachers explained the eTwinning platform and the Twinspace to their students.

Students from France, Lithuania and Spain edited their profiles in the Twinspace. They wrote brief descriptions.

ACTIVITY: LETTERS TO KNOW EACH OTHER

Students wrote their blogs on eTwinning platform, they communicated with friends.

The members of the project (teachers and students) wrote a letter, shared their name, where were they from, their age, their hobbies and they presented their cities in Twinspace.

ACTIVITY: EUROPEAN MOBILITY WEEK (from 16th to 22nd September)

ACTIVITY 1. European mobility week website

Students visited European mobility week Website: <http://www.mobilityweek.eu>, and watched the videos in this website.

EUROPEAN MOBILITY WEEK 2019 was focusing on 'safe walking and cycling' and the ways active mobility can benefit our health, environment and bank balances.

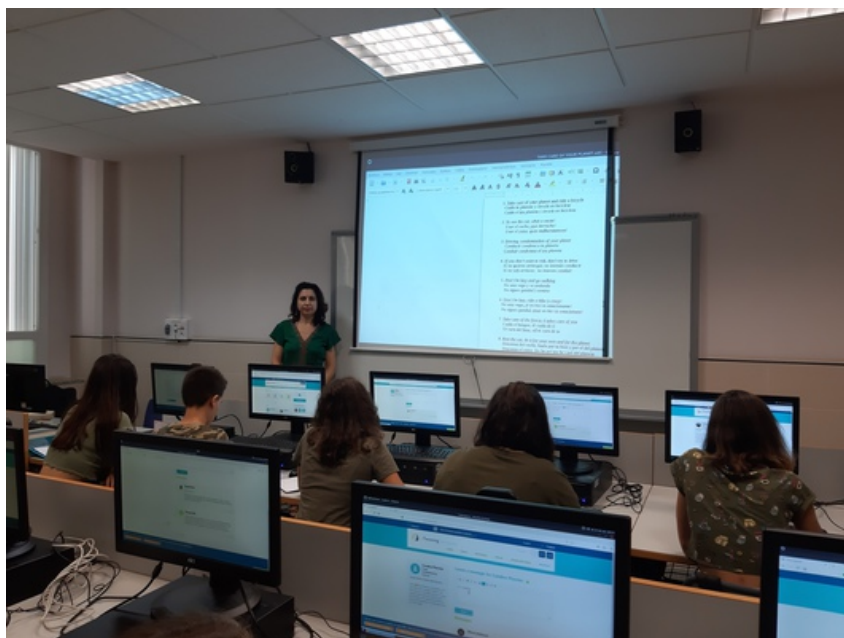
ACTIVITY 2. Posters 22nd September

- Each student thought an original message related to sustainable mobility. Then students discussed about the messages. Afterwards, all the students voted the best message.

- The teachers took a picture in front of the main door of each school with students and teachers. They appeared releasing the chosen message on a poster, banner or speaker.

To prepare the poster, the banner or speaker, students used recycled materials like cardboard, etc.

-Finally, the teacher uploaded the photograph of each school to the Twinspace and to the Journal of the project.



Students working on the project at the IES Cid Campeador



Banner prepared by the students from the IES Cid Campeador



Students and teacher at the IES Cid Campeador (Valencia, Spain)



Students at Siauliu Universiteto Gimnazija (Lithuania)



Students at College Saint Winoc (Bergues, France)

ACTIVITY: CLIMATE WEEK (from 23rd to 27th September)

Schools organized some activities (one activity per day) during this week to celebrate the climate week.

ACTIVITY: LOGO CONTEST

Each student designed and created a logo for this project. Then, they uploaded it to Twinspace. Afterwards, teachers and students voted to choose the best logo. The winner logo is shown in the Twinspace and in the eTwinning Live.

ACTIVITY: HAPPY NEW YEAR 2020

Students wrote a short Christmas card in Twinspace to wish a happy new year and to explain the wishes for our planet the next year.

ACTIVITY: CHRISTMAS TRADITIONS

Students explained the traditions in Christmas time in their country. They uploaded photographs too.

After reading the Christmas traditions in France, Lithuania and Spain, they talked about similarities and differences.

STEP TWO: 2nd TERM (January 2020-March 2020)

During the first term, students have interacted with each other, therefore they wanted to have a videoconference.

ACTIVITY: 1st ON LINE MEETING

The teachers organized the 30th January an on line meeting (videoconference) for students and teachers in order to share different aspects of France, Lithuania and Spain's nature and environment.

There was a live conference on eTwinning Live platform where students prepared questions for their friends about places of interest and the importance of preserving the environment and a green planet.

They liked very much the experience and they were ready to participate in international teams of students.

ACTIVITY: CREATION OF COOPERATIVE INTERNATIONAL TEAMS OF STUDENTS

Students prepared to work in cooperative international teams of 6 members (2 students from each country).

ACTIVITY: ENVIRONMENTAL ISSUES

The students in cooperative international teams selected an environmental issue. They studied this issue. The issues to study were:

1. Non-renewable resources (coal, gas and oil)
2. Renewable resources (water, sun, ...). Wind energy. Geothermal energy
3. The plastics
4. Plants and animals in danger
5. Pollution. The greenhouse effect
6. The global warming. Extreme weather. Climate change

ACTIVITY: DESIGN AND CREATION OF A COMIC TO STOP THE CLIMATE CHANGE

Each student designed and created a comic in a DIN A-3 sheet with a story to stop the climate change. They thought about actions to take care of the planet.

The characters and dialogues were completely original and no known brands or logos could appear. Afterwards, in small teams each student showed his/her comic and they designed a comic of the team. Finally, they uploaded these comics to Twinspace.



Design of the comics



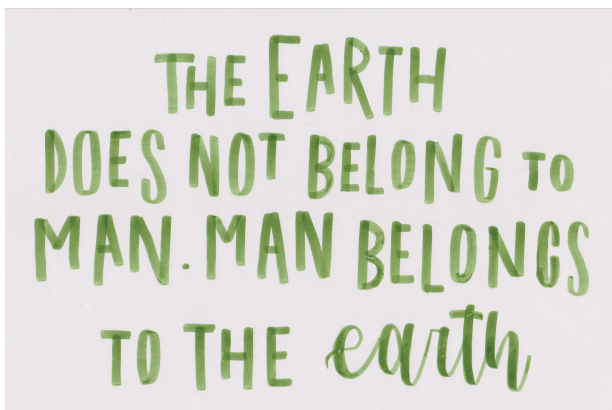
STEP THREE: 3rd TERM (April 2020-June 2020)

This term was very difficult for all (students and teachers) because the schools were closed because of the COVID-19. Despite the difficulties, the students continued to work in the project from home. We celebrated some important dates for the Environment like the Earth Day and the World Environment Day. Some of the activities we did were the following:

ACTIVITY: EARTH DAY - 22nd APRIL

Earth Day is 22nd April of every year. 22nd April 2020 marked 50 years of Earth Day. The theme for Earth Day was Climate action. To celebrate it, we prepared some activities. One of the activities was the creation of posters.

Each student created a poster with a famous sentence about the Earth indicating the author of that Earth Quote. They looked for “Earth Quotes” in Internet. Finally, they uploaded the posters in Twinspace.



ACTIVITIES: DISCUSSIONS AFTER WATCHING A VIDEO

Students watched some videos by cleanet.org and by National Geographic that offered an overview of climate change, its effects and its causes. After watching these videos, they participated in different discussions in Twinspace.

They participated in discussion answering questions that the following:

Did you like this video? According to the video, how will climate change affect us? What can we do to contribute to stop it?

ACTIVITY: THE WORLD ENVIRONMENT DAY – 5th JUNE

The World Environment Day is celebrated on 5th June every year. The theme for World Environment Day, 5th June 2020 was biodiversity, a call to action to combat the accelerating species loss and degradation of the natural world. One million plant and animal species risk extinction, largely due to human activities.

There's a website for the World Environment Day:

<https://www.worldenvironmentday.global/>

Students were invited to visit this website where they could find useful information. Afterwards they could create an item in Twinspace sharing an idea about how we could protect nature.

ACTIVITY: PLASTIC GLOVES AND FACE MASKS ON THE BEACH

Because of Coronavirus, more people are wearing plastic gloves and masks. The COVID-19 pandemic waste reaches beaches and oceans. Students observed some pictures taken on the beach.

After watching the pictures, they could participate in the following discussion:

Discussion:

What do you think of this problem? What can we do to solve it?

5. FINAL PRODUCT

The final product of the project is a website created by students to raise people awareness about the climate change.

<https://sites.google.com/view/eco-students/pagrindinis-puslapis?authuser=1>

This website can be used as an educational tool.

6. EVALUATION AND ASSESSMENT

Teachers and students evaluated the whole year.

The teachers created an on line form with questions and then the students filled in the form. Teachers evaluated the project filled in an on line form created by them. These responses was analyzed by teachers. The conclusions will be used in next projects to improve them.

EVALUATION OF THE PROJECT BY STUDENTS

Students have evaluated the project very well. They liked it very much. These are the results:

- The big majority of them stated that their level of English had improved.
- The big majority of them stated that they had learned about Science.
- All of them said that exchanging on important issues with other pupils from different countries is a good thing.
- The big majority of them said that participating in the project had helped their understanding of environmental issues.
- The big majority of them stated that the project changed attitudes or raised awareness in their schools.
- The big majority of them said that the activities proposed in the project had been challenging enough.

- They would recommend to participate in an eTwinning project. The reasons are the following:
 - ✓ It's very interesting to work with people of other countries and they like the topic.
 - ✓ It's fun and it's a unique way to learn.
 - ✓ It's a great place not only to improve your English knowledge and meet new people from different countries. It's also a great opportunity to expand your scientific knowledge and it's also a great opportunity to contribute to the preservation of our land at least a little bit.
 - ✓ These kinds of projects can help to increase your english speaking/writing skills.
 - ✓ It is a lot of fun. You can make new friends and learn something new all the time.
 - ✓ It improves your language skills and during this project you can make new friends.
 - ✓ It's really interesting meeting people from other places but also being aware of the environmental issues and trying to solve them is something really enriching.
 - ✓ You can learn a lot of things, and not only about environment, also about different cultures and traditions.
 - ✓ It's a good place to talk and make new friends, plus deepen English knowledge.

- They stated that in the project they have learned:
 - ✓ That people are not responsible or consistent enough with their actions to fight against climate change.
 - ✓ About the greenhouse effect

- ✓ Ways how I can prevent climate change by doing little things, what climate change actually is and how important it is to know a lot about it.
- ✓ A lot of new things about climate change, why it is happening and how we can help to preserve as many fauna and flora as possible, and I also learned a lot of new things about renewable and non-renewable natural resources. I learned a lot of new things I am glad I had such an opportunity.
- ✓ Certain things about environmental issues
- ✓ About how to help to our planet, how to reduce our waste and how important is taking care of our species.
- ✓ A lot about our planet and what we should do to make it cleaner.
- ✓ Different ways to try and save our planet but what I most value is being more conscious about the real issues that are going on in our environment.
- ✓ About the environment, global warming, actions that you have to take to help the planet, Christmas traditions and more things.
- ✓ I learned that communicate with other country's people encourages talk about the problems in the world.

EVALUATION OF THE PROJECT BY TEACHERS

The summary of the results of the evaluation by teachers is the following:

INTEGRATION OF THE PROJECT IN THE CURRICULUM

The teachers integrated the project in the curriculum and in the educational programming. The students have developed the project mostly in school. When the schools were closed because of COVID-19 they continued with the project from home.

INTERDISCIPLINARY PROJECT

The project has had a multidisciplinary approach and it has integrated contents of English language, Science, Technology, Arts, Geography, Social Sciences and ICT.

COMMUNICATION AND EXCHANGE BETWEEN PARTNER SCHOOLS

The teachers have stated that the communication and exchange between partner schools in this project was very good.

COLLABORATION BETWEEN PARTNER SCHOOLS

The teachers have stated that the collaboration between partner schools in this project was excellent.

USE OF TECHNOLOGY

The teachers have stated that the students and teachers in this project have used the technology in an extent way.

STUDENTS' INTEREST AND INVOLVEMENT IN THIS PROJECT

The teachers have considered that their students were very interested in this project and they involved in a good way.

IMPACT OF THIS PROJECT IN THE STUDENTS

The teachers have stated that the project has had a big impact in their students.

IMPACT OF THIS PROJECT IN THE WORK AS A TEACHER

The teachers have stated that the project has had a big impact in their work as a teacher.

SCHOOLS BENEFIT FROM PARTICIPATING IN THIS PROJECT

Our school and students gained knowledge and more experience in cooperation. We are lucky to work on the second project with our wonderful partners from Spain.

Linguistically speaking this project was extremely beneficial to my students. Talking in English with other teenagers their own age, exchanging and messaging each other in a common language that was not their own was excellent for them. Their motivation and diligence increased each time there was an exchange or video call involved (perhaps more direct communication of this sort should have been included throughout the year).

My school has benefitted in the sense that local and in school awareness about the impact of our everyday activities has been raised within our school community.

It was also very helpful in encouraging inter-disciplinary cooperation between colleagues and in showing the pupils that there are very tangible links between various subjects. It also allowed the teachers of different subjects to work together in ways that we were not necessarily used to before.

It has encouraged other teachers to get onboard for next year and we hope to develop other different projects that include even more subject areas next year.

To begin with, our school has been awarded as an eTwinning School 2020-2021. Students have implemented different actions at school and at home to contribute to stop climate change and preserve the nature. They have participated in European mobility week, in Climate week, in Earth's Day and in many other activities. Also, there's a very big impact of the project at schools and at home. Finally, the

sustainability of the project will remain because the results will be disseminated in each school in cultural conferences in the following years.

THE MOST SUCCESSFUL RESULTS OF THIS PROJECT

The teachers has considered that the most successful results of this project:

- Cooperation between international students is the most important factor of success. We are also proud that our students created their first website.
- The international cooperation between the teachers and the students. This for me was excellent.
- I think the most successful result of the project is the impact on our students, families, and schools. They have become responsible citizens who care for the environment in collaboration with students from other countries.

CONCLUSIONS

The teachers of the project have analyzed the results of the evaluation by students and the results of the evaluation by teachers. The conclusions are the following:

- The students liked very much this project. They were motivated and very interested in the activities of the project. They participated actively in an autonomous way. Their level of English has improved and they have learned Science and Technology.
- Participating in the project has helped their understanding of environmental issues.
- This project changed attitudes or raised awareness in the partner schools.
- Students and teachers had difficulties when the schools were closed because of the COVID-19 but they successfully continued the project despite the difficult situation.
- The international cooperation between the teachers and the students was excellent.
- This project has had a big impact on students, teachers and partner schools.