



“My classroom plays sustainably”

European Contest for Good Practices
on Environmental Sustainability Education

*10 distinct practices on Environmental Sustainability Education
from European schools
~ Our classes do play sustainably!~*

While Environmental Education for Sustainability has already traveled a long journey to make its way into European schools, it continues to remain an educational innovation. Thousands of inspired teachers plan and implement in-class activities or extra-curricular projects adopting pioneering teaching strategies. After all, the complex socio-environmental issues of sustainability cannot be approached via traditional pedagogical practices. For this reason, students should be encouraged to cultivate advanced competences, such as critical and systems thinking, values' clarification, collaboration and problem solving in order to contribute as tomorrow's citizens in addressing the root causes of these issues and make real and lasting changes. In this context, educational practices on Environmental Sustainability Education also promote school-community collaboration and action which in turn has a significant impact on a local and global level.

We've attempted to trace all the aforementioned elements thanks to the SAME WORLD European Contest for Good Practices on Environmental Sustainability Education "My classroom plays sustainably" and create a pool of tools for current and future teachers to consider.

The contest call was announced in 9 European countries, addressing secondary education teachers from all over Europe and was held on two levels:

- a) On a local/national level, which aimed at selecting the best three practices that were translated in English so as to participate on the European contest
- b) On a European level, which aimed at selecting the Best Environmental Sustainability Education Practice out of the best national practices submitted and thus award 1st prize to the winning participant

A total of 112 good practices on Environmental Sustainability Education have been submitted in the frame of the national contests; a colorful puzzle of sustainability topics, educational approaches and material. The best three practices of each country have been selected to participate in the European level of the contest and all 26 best national practices have been evaluated by the European Evaluation Committee (EEC).

Here, we want to share with you the best practices on Environmental Sustainability Education of the SAME contest;

How can we involve students in topics such as migration and environmental justice? By what means can we reduce our ecological footprint and adopt sustainable lifestyles in our school/community? Is there a place in the school curriculum to introduce new environmental subjects and develop green innovations? These are just a few of the questions this publication provides answers to.

Finally, is this publication for teachers only? Not necessarily! There are useful ideas and tools for anyone who dreams of a more sustainable world including those involved in planning local policies, educational programs, campaigns and actions towards sustainability.

So, let's share these best experiences so you can put your own special touch on making your school, your local community, and our global community a better place!

Your SAME World team

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“My classroom plays sustainably”
SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education

Migration over the Aegean Sea Humanity Endangered

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SCHOOL

1st High School of Metamorfosis

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

The environmental program *Migration over the Aegean Sea-Humanity Endangered* has approached the issue of migratory / refugee flow in time and space. We focused on the Greek area, with an emphasis on the sea as a means of moving-approaching-removing. We started with the Greek immigrants, especially the refugees of the Asia Minor. We referred to the population displacements in the Greek civil war and the movements of children inside and outside Greece. In particular, we have dealt with the modern population flows in our country. In this context, we have addressed the issue of environmental migration due to climate change, natural disasters and unequal distribution of food and natural resources. Our main goals were to highlight the environmental dimension of population movements, even when the obvious reason is war. Also the cultivation of empathy and the idea of volunteering and the active citizen. We examined causes, consequences and practices to address the problems arising from the mass movement of populations. We thought about the proportions between the present and the past. We used the experiential method, starting point (documentary, film and performance), brainstorming, discussion, role play, improvisation, comic books, new technologies (electronic platforms, training packages), field trip. We collaborated with entities and representatives, organized actions and events at school to spread the results of our work.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Anna Trigkatzi-Stavroula Vlachou, Styliani Keramida-Alexandra Ilia
90 students

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: Curricular school projects (lasting a few weeks or months)

3.3 Learning Activities & Learning outcomes

Learning activities

- Starting point: images of refugees, borders, sea, birds and animals in order to find the name of the program

- Selection of the sea coral as a tree of expectations with the birds - emblem of emigration on its "branches"
- Playing game to get acquainted through a puzzle made of post-it, with the names and characteristics of the members of the group as its finished product
- Dividing into groups through a game ("Smyrna-N. Ionia" - for refugees from Asia Minor, "Syria-Lesvos" - for modern refugees, "Glaciers-Tsunami" for environmental refugees)
- Drawing up of a contract for each team and composing a common contract
- Brainstorming and conversation with a "talking stick" as a democratic practice. Starting point: a song and a documentary about Greek immigrants and the Asia Minor disaster, respectively, video clips from the Caravan-Saray Theater of Ariana Moushkin for modern refugees and pp on Climate Change and Environmental Immigrants
- Action at the School for the World Immigrant Day (December 18th) with hidden paper boats-carriers of humanitarian messages for foreigners and the value of hospitality, made by the members of our team-"Refugees crossing art project"), which were identified by the school students and hung on the "tree of wishes", while the "lucky" boat had a prize for the finder. Mobilization and participation of the school community
- Workshops (making cards and the group's calendar, decoupage, Christmas ornaments, sweets) aiming at the Christmas bazaar. The participation of the team members was huge and enthusiastic, and the response from students and teachers of the school was great
- Conceptual map (foreigner, migrant, refugee, asylum seeker) and role play on "request for political asylum"
- Theatropedagogical improvisation inspired by a workshop titled "My little bird...: Representations of refugees in our lives" which took place in the framework of the seminar "Yesterday us ... today others: The Refugee Issue in Education for the Environment and Sustainability" organized by the Centers for Environmental Education of Drapetsona, Lavrio and Elefsina in cooperation with the Heads of Environmental Education of the Attica Region. We used: 1) excerpts of literary texts on disasters, dangerous journeys and storms in the sea that gradually composed the profile of the refugee-hero and its history; 2) gloves and hats worn by the actors of each chapter of the story; 3) chairs in a circle for the Participants and a desk-tentship, 4) a toublerleki (Greek traditional drum) that created the atmosphere of the feast and gave the slogan and rhythm for the sequence of scenes
- The "Against all Odds" online game of the UN High Commissioner for Refugees
- Role card game with material from the guide of the British Red Cross "Positive Images" on immigration
- Construction of "World Map" with collages from the stories of environmental migrants (see seminar "Yesterday us...today others")
- Approach to environmental injustice with the help of eAtlas electronic platform (see seminar "Yesterday us... today others", S.A.M.E World Sustainability workshop)
- Preparing for a trip which did not take place (Lesvos-Aivali) through the comparative reading of Soloup's graphic novel "Aivali" with the novels on which it was based
- Organization of a meeting with Soloup at school, poster making with extracts from the graphic novel "Aivali" with an ethnic buffet from the members of the environmental team. The team members and their classmates watched with interest until the end and asked Soloup to make a sketch on the wall of the event hall: a ship full of refugees

- A still image of refugees with banners on "open borders" in the courtyard of the school as a solidarity action for refugees under the sound of traditional Syrian song. The action brought together students and teachers around us in the courtyard watching silently.
- Simulation Game ("Symposium of hunger", see seminar "Yesterday us... today others") on nutritional adequacy and the unequal distribution of Earth's resources. Role cards were used and a set of three different focus areas were set up according to the social class of each group. The placing of students in the social class was random. The members of the group assumed their roles, the privileged ones enjoyed their privileges, the socially disadvantaged ones felt degraded and either accepted or protested, while the middle-class compromised
- Visit to the CEE of Argyroupoli within the "Water-The Sea" network and connection of the sea as passage with the refugee issue, through painting posters. In the field of Alimos beach, the accidental encounter with Syrian refugees from the refugee camp of Elliniko provided the first interview with a refugee in the group (translated from Arabic by one of our pupils of Palestine origin). The second interview was with a resident of Metamorfoosi of refugee origin taken from the Oral History Group of Nea Ionia, which includes members from our pedagogical team
- Participation in the action "A Backpack for the road" for young refugees
- Collection of clothes, food and other refugee essentials coordinated by D' Association of educators of secondary schools
- Preparing for the three-day trip to Kastoria-Grammos by screening "Two times Alien", a documentary about the refugees from Asia Minor in Macedonia and extracts from "Deep Soul", a film of P. Voulgaris on the civil war
- Briefing on climate change with the material of the CEE of Kastoria
- Three-day trip: Visit to the CEE of Kastoria and the Park of National Reconciliation in Grammos (presentation of the history of the civil war in the region, the ecosystem of the mountain, trekking in sites marked by the Greek civil war), meeting with the founder of the association of the Apollonian refugees of Kastoria
- Conducting a talent contest within the three-day trip with the pedagogical team as the jury
- Participation and co-organization of the "let's do it Greece" volunteer day at our school (cleaning, tree-planting, landscaping, painting, repairs)
- Teleconference with the Experimental Lyceum of Mytilene and discussion of the refugee issue in Lesvos with a mutual presentation of our relevant environmental programs
- Presentation of the program in the school community with representations and theatrical stand that highlighted all aspects of the refugee issue we examined. Our excited audience consisted of students, members of the teachers' board, parents and the Head of Secondary Education of Athens B, Varvara Petridou
- Participation of the environmental team at a special event of the Ministry of Education for the schools of Attica which were awarded for dealing with the refugee issue
- Environmental Awareness Praise from the municipal partnership of 21 local authorities
- Hiking and two-day stay at the Bafi Refuge in Parnitha, hiking to the fire station of Skipiza and briefing by Forest Fire Protection Volunteers of Attica (E.DAS.A.) on its activities and the value of the voluntary forest protection after the end of the program

4. Rethinking the Educational Practice (Reflection)

This is a good educational practice because:

- It connects in an innovative way the natural environment of the sea with the migration / refugee issue (see tree of expectations, sea as a passage, field work at sea). The interaction between the natural and social environment and the need for a single response is demonstrated
- It connects today with yesterday, here and elsewhere (e.g. team names "Smyrna-N. Ionia", "Syria-Lesvos")
- It uses the experiential method (acquaintance game, role play, improvisation, collage, action activities, preparation and participation in events and excursion trips), which ensures the emotional commitment of the members to the events that are reinforced with the help of the new technologies (see online games and educational packages, electronic platforms, maps)
- It promotes an understanding, empathy and acceptance through role playing/ simulation games, while cultivating social awareness and the identity of the active citizen who cares about what is happening around him through actions (activist, voluntary, humanitarian)
- It makes extensive use of good practices that have been proposed in environmental education seminars (see Symposium of hunger, eJAtlas, world map, theater improvisation), but also by other entities and organizations (see UN High Commissioner for refugees, British Red Cross, "Refugees crossing art project")
- It implements original ideas / practices (talking stick, activist action / still image of refugees, comics / literature on the historical approach to the refugee issue and organizing an event with the internationally renowned comics creator, Soloup, teleconferencing with the Experimental Lyceum of Mytilene as a compensation for an excursion which did not take place, connecting Greek refugee / migratory / civil war history with modern migratory / refugee flows and environmental refugees, association between sea with refugees)
- A key point is the holistic approach to the concept of the environment, not in the narrow sense of the natural environment

The members of the pedagogical team beyond the environmental issue have particular interest in the Greek refugee past and present as well as for the history as it results from the narratives of ordinary people (oral history) and the historical nature of the environmental approach

The success of the program lies in the commitment of the students to the content and objectives of the program from the beginning to its completion or even afterwards (see the Parnitha excursion in early July) and the use of the acquired knowledge in other ventures (e.g. video making within the House of Teenagers by a student of the program)

- The program could be limited to environmental refugees and the modern immigration issue, and the historical dimension could be omitted
- The program has been highly estimated by our team members, our school community and our collaborators (Officer of the Secondary Education of Athens B, CEE of Argypoli, Officer of the Ministry of Education)

#2 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#2 Approaching Environmental Justice with experiential learning and creative expression

(Greece)



#2 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

Approaching Environmental Justice with experiential learning and creative expression

(Greece)

Teacher & Class

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2nd grade of Higher Secondary Education*

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SCHOOL

Experimental High School of Patras (Laggoura)

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

This practice **aims at** achieving critical understanding of the concept of environmental justice (EJ) as a fundamental part of sustainability, information and awareness-raising and, through them, the cultivation of competencies and skills. These were pursued by a combination of experiential learning, critical analysis of examples and artistic creation. First, the experiential activity 'Take one step forward', tailored to the EJ, was carried out with the following objectives in mind: A) empathy-raising, B) critical understanding of the world, C) assessing human dignity, human rights and equal democratic participation. Second, a **critical analysis of examples of environmental injustice was made** in order to help students: A) understand the mechanisms and factors that lead to the development of injustice and B) to propose ways of ensuring the EJ. Third, **collective artistic activity was developed** in order to: A) cultivate creative expression and collaborative skills, B) use ICT. More specifically, a **short film** on consumerism as one of the causes of environmental injustice was created, aiming at raising public awareness using the power of the cinematography. The film was screened at school, having a positive impact, while its screening at social networks and local clubs is being sought.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Arlapanos Georgios, Biologist MEd
Total number of students = 11

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: Group of Excellence and Interest

3.3 Learning Activities & Learning outcomes

General Data:

A) General purpose (in the summary)

B) Phases:

First: Experiential activity

Second: Critical case analysis

Third: Creation and promotion of awareness message.

C) Duration options: From a three-hour lesson, as a minimum, to a long-term project, (see Reflection par. 4)

D) Our application: The scenario was implemented as part of the Creativity and Excellence Group program with a general theme of representing scientific concepts and issues using the body (see details about the Group [here](#)). One teaching hour was devoted to the experiential activity, two hours were devoted to the critical case analysis and many more were devoted to the creation of the film.

E) Sources: at <https://goo.gl/CPouuP>

First phase: Experiential activity 'Take one step forward' adapted to the EJ.

A) Objectives (in the summary)

B) Considerations: The activity is aimed at creating an empathy and understanding of the position of the 'other' by assigning roles. Initially, the children are placed, outdoors, side by side in a line and given a card with a hidden role-identity. Then certain statements are read aloud and successively. Whenever someone has a 'valid' statement, he has to take a step forward and, if not, he has to stay in place. This is how an increasing distance, **symbolizing environmental injustice**, is developed, which children gradually realize as 'victims' or 'perpetrators'. At the end, the animator invites students to turn and observe distances. They sequentially reveal their role ('I am ...') and the externalization of emotions, findings, thoughts, reflections and drawing of conclusions begins. In the end, students drop their roles by throwing the papers with the roles on the ground.



Screen shot of experiential activity 'Take a step forward'

C) Duration options: 1 hour minimum, 2 hours ideally

D) Our application - outcomes: The activity lasted for one hour. The following roles and statements were used for the adaptation:

Roles: You are...

1. A teenager belonging to the middle-classes, you live in a well-organized and safe city
2. A highly paid woman, you run a group of environmental pollution controllers in an industrial zone and you perform poorly your duty.
3. An Energy Minister, you live in the capital of an economically strong state and you approve the construction of a nuclear power plant without a sufficient legal framework on nuclear safety.
4. A pregnant woman, you live in a city near a nuclear power station where there was a significant leak one year ago

5. A teenage girl, you live in a village near a big dam that was built to supply a city with water and has greatly restricted the flow of the river
6. A woman, you live in a forest area that is being extensively harvested by a big company for exporting timber abroad. You are struggling to limit activity along with other people and often find yourself in front of men from a security company.
7. A man of low bio-educational level. You and your child are working at an improvised cobalt mine (which is vital for the construction of mobile phone batteries, laptop batteries etc.) but in dangerous conditions and with bad labor terms.
8. A cancer patient, consuming water with an increased concentration of carcinogenic chromium ions and other dangerous chemicals.

Many roles **are in pairs** in order to perceive the interaction and **causal relationship**, while some roles were assigned to children more than once, in order to combine views.

Statements: Take a step forward if...

1. You can buy a new PC by throwing your old one if it is no longer functional
2. You have access to cheap industrial and electronic products
3. You can consume as much paper as you want
4. You can consume aimlessly electricity
5. You feel safe about the quality of the water you drink
6. You feel safe about the health of the children you will have
7. You can ensure a proper implementation of environmental legislation
8. You can ensure an equal participation of everyone in the decision making for the local environment
9. You can go out comfortably at night in the place you live in
10. You can enjoy a walk outdoors

After creating some distances, students stood to observe them and expressed surprise, dissatisfaction, wonder. With the help of the teacher and as their roles were revealed, **cause-effect relationships** between their roles and actions were sought out. It was immediately revealed that injustice is developing **in space and time**. The view on the field of injustice was expanded **from the lack of resources** and the **feeling of insecurity** to the **lack of democratic participation**. The deprived ones were identified and the **dynamics of roles in real life** (the politician, the person responsible, the consumer) were compared and placed into a hierarchy. Finally, the **concept** of environmental justice, its fundamental position in **ensuring sustainability, the parameters** that affect it and the necessity of defending **universal rights** have emerged.

The conclusions were shown in a graph and the students evaluated positively the experiential play experience verbally and through a [questionnaire](#).

Second phase: Critical analysis of cases of environmental injustice.

A) Objectives (in the summary)

B) Considerations: Students are acquainted with real examples of environmental injustice in the classroom and look for causes and solutions in groups, with a worksheet. They present their work in plenary.

C) Duration options: 1 hour minimum, 2 hours ideally, up to several hours

D) Our application - outcomes: In 2 teaching hours, students analyzed using a [worksheet \(with sources\)](#) and in groups some examples of environmental injustice (water, cobalt mining, nuclear power). They presented the cases before everyone and, through discussions, they reached collective conclusions that they reflected on the board. They realized that, not only the **consumption pattern**, but also that **production processes, economic models** and the **lack of democracy** play a role in forming **injustice**. It has also been noted that the limitation of injustice can be made only through **conscious and collective choices and claims**, and the **role of education** oriented towards **sustainability** and the defense of **human rights** has been emphasized. The students were assessed with a [questionnaire](#) with positive results.

Third phase: Formation of an information & awareness-raising message, spreading.

A) Objectives (in the summary)

B) Considerations-Choices: This is the flexible part of the scenario. Students create a work of art or organize an action that has an impact on the school and the wider community. **Depending on** the time available, the teacher's choices and the particular features and choices of the student group can create a variety of means of expression and content.

C) Our application - outcomes: In our case, the group was inspired by the 'Take a step forward' activity. They wanted to **represent the interdependence relationship on a material and moral level** to show how individually we can act by taking into account impacts, rights, values. That's how the **short film 'Tug-of-war'** (<https://vimeo.com/arlapanos/env-justice>) was made, in which relationships between people in space and time, the inner thought, the change-or-not-of position, both literary and metaphorically or surrealistically, were represented, while substantive background information that reinforced the framework were presented.



Screen shot from the movie 'Tug-of-war', a ribbon as semantic means

The exchange of views in an atmosphere of mutual acceptance with active listening and collective decision-making and the freedom of creative expression ensured a pleasant and efficient work for the film's making. **The role of the teacher** was coordinating and peer-to-peer sharing ideas, knowledge, experiences. The students evaluated the project positively in an evaluation questionnaire.

Finally, **dissemination** has been achieved, producing a **positive impact**:

A) The film was shown to the school community: posting in the [school blog](#), screenings in classrooms and discussion (5/2017)

B) The spreading continued in social networks by collecting positive comments as well as discussion (5/2017 -...)

- C) The film screening and a discussion were held in an environmental club in the city (6/2017)
- D) Participation in upcoming student festivals, such as the Olympia International Film Festival for Children and Young People, will be sought (12/2017)

4. Rethinking the Educational Practice (Reflection)

In general, the mutual interest of students and teachers for the environment, human rights and art has contributed significantly to the planning choices and the satisfactory outcome of the implementation.

We believe that our practice is characterized by the following **qualitative elements** in learning and planning:

- A) outdoor experiential learning
- B) collaborative analysis of real situations
- C) an effort to raise public awareness with the help of collective creative expression products.

In general, according to the feedback, we believe that the **educational objectives have been satisfactorily achieved**. The experiential activity linked **individual to the collective** and the case analysis linked **local and global**. However, **holistic and in-depth approach** of the issue is a challenge, especially if it happens **in a short time period** and this is generally a **weak point** of the implementation. We consider it **preferable** to build an analysis through **broader sets** of activities, as is the case with School Activities (Environmental, Health Education), the Research Work course etc. **However, this does not mean that it is impossible to implement it sooner** on the condition that a **proper adaptation** by the teacher, such as selection of sources to be analyzed and the way students work in the analysis of examples is made. Thus, experiential activity and critical analysis of examples can also be made during the **daily teaching** of Ecology or Human Rights courses, such as Natural Resources Management, Biology, Political Education of the High School and the correspondent courses of the Middle School. The development of the third phase depends on the possibilities and choices of the teacher and the students, but retains its essence and strength. We therefore consider that the relative **flexibility in the implementation** is a positive element of planning.

In any case, **the three phases are complementary to each other** because the following **grid of experiences** is formed: wakefulness through empathy, information and analysis, mobilization and action. The cognitive part was combined with the complex experience (experiential learning, outdoor learning, creative expression, cooperation), and as regards **this multifaceted approach**, we consider our **practice to be innovative**.

Finally, as far as **dissemination and impact** of our action is concerned (see par. 3.3), it is considered important because it was not limited to the school environment but was extended significantly through social networking but also participation in festivals and presentations at a local club, raising concerns about the subject, as well as art-related discussions.

#3 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#3 Labor, where and how it was
produced

(Greece)



“My classroom plays sustainably”
SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education

Labor, where and how it was produced

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SCHOOL
High School of Mochos

Mochos, School year 2016-2017

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

In the course "Political Education" (2nd grade of Higher Secondary Education), Unit 10.2 "Business: entrepreneur and business" there is a brief reference on labor-intensive enterprises and large textile enterprises based in economically "developing" countries, where labor is cheap.

Beginning with the aforementioned reference, students explore how big companies exploit cheap labor force in economically developing countries. At the same time, they learn about responsible consumption as well as the social, economic, cultural and environmental impact of the dominant economic models of unsustainable production and consumption.

The educational practice is based on empirical view of experiential and constructive learning as students, through an experiential game and the use of ICT, are asked to acquire knowledge about the socioeconomic context, in which they live in and to reflect on their established perceptions / attitudes, aiming at action and social change.

Such activities include: a) raising awareness on the problem of labor exploitation and child labor; b) an experiential game to promote consumer habits; c) reflection on the dominant unsustainable economic model of production and consumption of goods and its impact on the environment, society, culture and economy; d) reflection on personal perceptions and attitudes as citizens and consumers; e) the creation of research to investigate the perceptions and attitudes of the local community; f) the presentation of research

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Teacher: Vouzaksakis Georgios

Students: 15

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: Research project of the 2nd grade of Higher Secondary Education 2016-2017.

The educational scenario / practice is part of a wider phd research aiming at the deconstruction and restructuring of the curricula of economic orientation lessons towards a sustainable

development with the support of ICTs. . The research is being carried out in the University of Crete, supervised by professor Makrakis Vasilios.

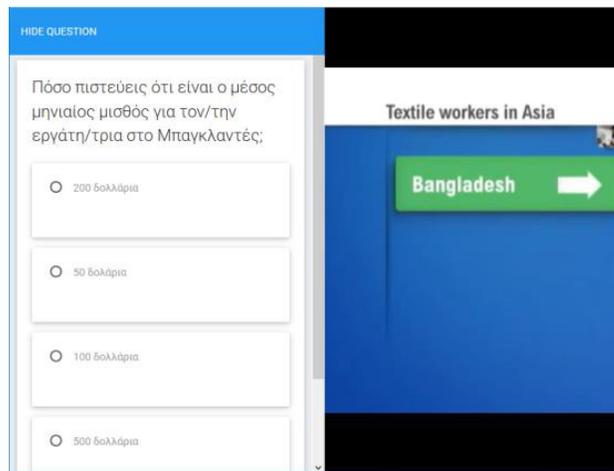
3.3 Learning Activities & Learning outcomes

Description of learning activities

First phase: Introduction - Recall of previous knowledge

Activity 1: Starting point

[Interactive Video 1](#), was made for this educational practice. This video uses a video from Euronews channel with true reports on working conditions in Bangladesh textiles. Students watched the video, browsed the Internet, and answered questions through the interactive video. For each question, students were given feedback, while at the end they saw the score of their answers. This score does not play any role in the scenario, but it is used to make the students more active.



Second phase: Building Knowledge (Experiential game - connection to a real problem)

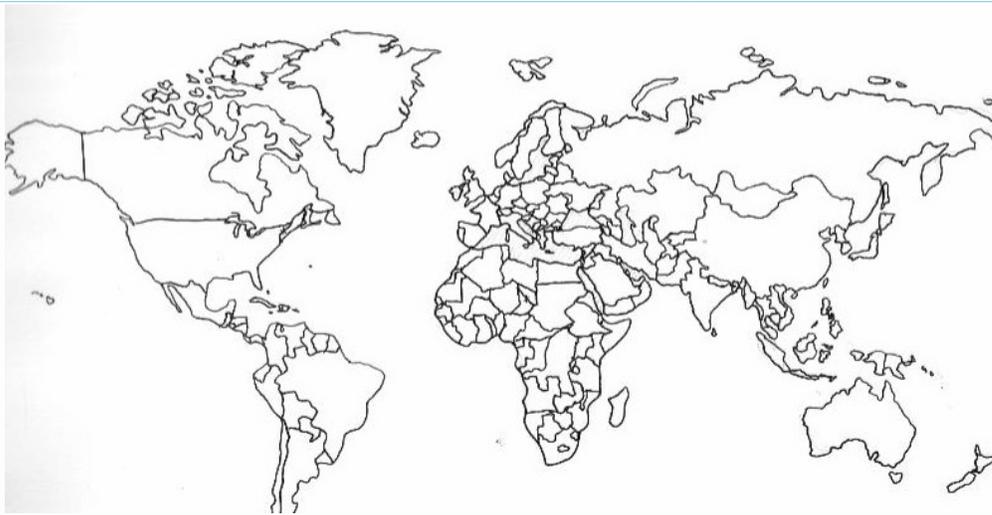
Activity 2: Students were asked to see where shoes (or clothing, for example, t-shirts) they wear were made (Made in ...) and to split into groups according to the country of manufacture.

Activity 3: The students of each group were asked to locate on the map ([google maps](#)) the country-manufacturer and to find the distance. Students responded collectively to the worksheet "[Find out where it was made \(activity 3\)](#)":

Worksheet: **Find out where it was made**

Read the following and discuss with your team

- 1) Locate the country/- (ies) where the team's shoes / clothes were made.
- 2) Is there anything you know about this country? If so, record it
- 3) Draw a straight line from the country where they were made to your home or place of purchase. If you've found the kilometer distance from google maps, fill it here_____



4) Do you think this distance will cost a lot? Is there an environmental burden, caused by product transportation when distances are long? Do you believe that the price of the product affects the environmental burden caused by product transportation?

5) Is it important for you to know how our clothes / shoes have been made? by whom; and under which conditions?

6) If you have a PC, can you find on the Internet the environmental policy and working conditions, in which the shoes / clothes of your team were made? You may find answers at the official websites of the companies

7) Is it necessary for the consumer to be aware of company policies mentioned above? Is this information easily accessible?

8) And it is now time to calculate! Let us suppose that you purchased a clothing item from a well-known chain of stores at a price of 20 euros. The item has a French brand name but it is manufactured in China. The French company has outsourced the manufacture to the Chinese textile, but still holds designing, warehousing and sales networks.

Can you guess how the 20 euros you gave for the purchase are "shared"?

The store where you purchased the T-shirt: receives _____ euros of 20 euros of the purchase

The State collects as VAT: _____ euros of 20 euros of the purchase

The French company receives: _____ euros of 20 euros of the purchase

Transport costs: _____ euros of 20 euros of the purchase

The Chinese textile industry receives: _____ euros of 20 euros of the purchase

Out of the _____ euros received by the Chinese textile industry, _____ euros correspond to raw materials, and production costs are _____ euros. The profit of the Chinese manufacturer is _____ euros and the worker who made it receives _____ euros from every t-shirt!

Showcase your answers!

Activity 4: The groups presented their answers before the class. Indicative discussions that emerged in their remarks. What data did they find about the countries where their clothes were manufactured? What data did they find about environmental policy and working conditions in these countries? Where did they get their data from? How were the 20 euros allocated? Plenary debate on how to allocate the 20 euros for a clothing item per stage of production up to the final consumer based on the "[Data for the Teacher](#)" sheet and the [article of Kathimerini newspaper](#). Which team came closest to the answer?

Activity 5: [Interactive Video 2](#) where students were asked to answer a question to complete the video.

Activity 6: Screening of the short video [Social Experiment: Who made my clothes](#). A vending machine was placed in a central Berlin square offering t-shirt for 2 euros to carry out a social experiment: If people know the conditions under which a clothing item is made, will they buy it?

Third phase: Reflection

Activity 6: Discussion in plenary. Indicative issues that emerged and led to reflection:

Why is it important to know, as consumers, the "history" of the products we buy? What can we do as consumers? How can we get information about the products we buy? Can we apply pressure on the branded companies to ensure that production conditions are transparent? How can we inform the local community?

What is the environmental impact of over-consumption? Does the price of e.g. 5,99 euros for a T-shirt or a clothing item include environmental damage caused to society from the production and transportation of the product?

Activity 7: Watching ActionAid documentary 'Made in Bangladesh, the real cost of our cheap clothes', which was shot on the occasion of the two-year anniversary of the collapse of the clothing factory Rana Plaza in Dhaka, capital of Bangladesh.

Activity 8: There was discussion and renegotiation of the activity 7 after watching the documentary. Students recognize the power we have both as consumers and as citizens.

Fourth phase: Action

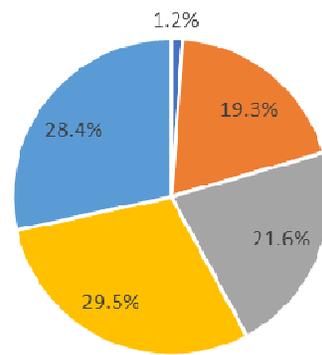
Activity 9: Based on the above activities, students conduct a research on the Internet on:

- Environmental / social / cultural / economic impact of the predominant method of production and consumption.
- The concept and practice of responsible / sustainable consumption.
- A policy of well-known big clothing / footwear companies, chosen by them, in terms of sustainability and Corporate Social Responsibility.

Activity 10: Students create an online survey (using google forms) to explore the local community's knowledge of cheap labor and their consumption habits, focusing on responsible / sustainable consumption.

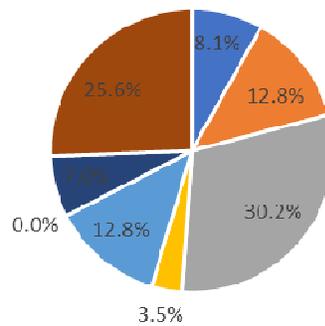
Indicatively, some results from the research conducted by the students are presented below:

When you buy a garment /shoes, do you look at which country it was manufactured?



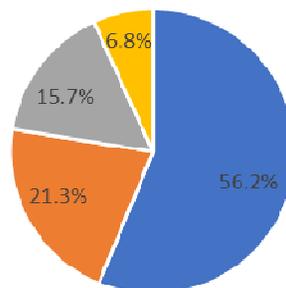
■ Always ■ Very often ■ Often ■ Almost never ■ Never

If you do, what country from the following is more encountered?



■ European country ■ Bangladesh ■ China ■ Indonesia
 ■ Vietnam ■ Myanmar ■ Other ■ I do not look

What do you do with clothes you do not need anymore?



■ Donations to an institution/church ■ Recycle in the special red bucket
 ■ Disposal ■ In the wardrobe, I do not throw them away

Activity 11: The students created presentations with the data of the entire educational process and presented them to inform and raise awareness of the local community. Indicative presentations:

Working conditions / true testimonials

- A 21 year old laborer working in an Indonesian factory:
"In June and July 2003, my department worked from 7am to 4am of the following morning because of a big order. We were allowed to go home for seven hours a day".
- Krisanti, a 28-year-old laborer working at a Bangkok plant, which produces for well-known shoe companies:
"Sometimes we are forced to work overtime at a night shift. I work like a machine, and not like a human".

What happened at Rana Plaza in Bangladesh

- One day before the collapse, building inspectors spotted cracks in the factory and ordered all companies to stop work and vacate it.
- Some of the companies and agencies in the offices downstairs followed the instructions, but the clothing factory demanded that its employees come to work.
- The building collapsed trapping hundreds of people. How many lives would have been saved if the plant's owners cared more for the workers than for production

-Learning results

Educational practice has been based on humanitarian teaching approaches, emphasizing first the educational process itself and then on the learning products. The student was at the center and educational practice was open-minded to the students' initiatives and interests. There were no specific and specialized teaching objectives, rather general ones, which evolved through the educational process itself.

To study the results of the survey, an anonymous questionnaire was filled in by students and the students' views on the educational process were recorded. The teacher's personal log was also used. Elements that he/she observed during the educational process, as well as the personal reflection, were recorded there.

In brief, participants of the learning process built up knowledge, criticized the socioeconomic context, in which they operate and, in particular, were led to think about established attitudes and choices in their everyday life. They realized that their consumer choices at home had an economic, social and environmental impact not only on the local, but also on the global society.

4. Rethinking the Educational Practice (Reflection)

The motivation of the teacher was the critical thinking about the curriculum of economic courses and the attempt to deconstruct and restructure them in a sustainable way. The motivation of the

students was their participation in an open educational process without a predetermined matter and suffocating contexts. At the same time, they were motivated by their personal awareness of environmental and social issues that has grown in school in recent years.

Educational practice involved students, school and local community with the pillars of sustainability: Environment, Economy, Society and Culture.

The didactic choices of educational practice focus on an open - flexible participative - cooperative - student - centered educational process that puts an emphasis on practice. The ICTs were used based on emancipatory cognitive interest where students interact and work together to solve authentic problems and critically reflect on the socio-economic context in which they operate. As members of a local community they perceive the interdependence and impact of their actions both locally and on the global society.

The skills developed by the participants concern Critical Thinking and Problem Solving, Communication, Creativity and Innovation, Connectivity, Critical Consciousness, Critical Reflection, Intercultural Skills. Co-Responsibility and Knowledge Building.

The impact on the society can become essential if the local community is actively involved. The research with the questionnaire distributed to the local community contributes in this direction. The weak point of the educational practice, as it was implemented, was that the results of the research as well as the reflective education practice were not adequately represented to the local community due to the suffocating framework of the high school and the limited teaching time.

The strong point of practice is the impact on the participants themselves based on the reflection process and the debates that emerged in plenary. Also, a strong point of practice was the flexible organization of the course without predetermined specialized and measurable objectives, while at the same time the students participated actively in the selection and negotiation of the teaching subject, as well as in the objectives and evaluation of the educational process.

The flexibility and adaptability of educational practice was one of the main goals in its design and thus, it is not presented as a ready and non-negotiable product for reproduction, but as a starting point and a basis for the teachers to use in the classroom. All of the educational material (e.g. interactive video) created to be used for this purpose is available, via links, in the description of the educational practice. The linear representation of the activities does not mean that a linear implementation is required, as many activities call for a renegotiation of past activities and the issues they pose.

#4 BEST PRACTICE IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#4 Migration on the stage (Italy)



“My classroom plays sustainably”

“A class as big as the world”

SAME WORLD European Contest for Good Practices in Environmental Sustainability
Education

Migration on the stage

The theatre as a tool for research, knowledge, awareness and reflection

TEACHER & CLASS

Prof. Michela VANNI, Class 2^A

email

vanimichela@libero.it

SCHOOL

“Ugo Pellis” Secondary School

PLACE, DATE

FIUMICELLO (Udine), 15/05/2017

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

Theatre workshop (use of theatre in an educational setting): production of a show ("*Mare di sola andata - The Sea of No Return*") and a theatrical performance ("*Dialogo marino - Dialogue of the Sea*") on the subject of migration in the past and present, linked to the topics of environmental and socio-economic justice

This exercise, if set in the proper context and carried out in the form of a cooperative workshop, will be particularly compelling and motivating, enabling educational aims and learning objectives that would not be possible in ordinary educational practices. The theatre workshop takes place partly during school hours (research, in-depth study of the subject matter), but mostly outside school hours (training, improvisation, creative writing, rehearsals etc.)

General objectives - The theatre course has tried to promote communication around matters related to a person's way of life; to help to attain a better understanding of both one's own emotions and those of others, developing the ability to practice self-reflection, and to reflect on the rules of human society. It has promoted the acquisition and/or consolidation of the ability to reflect on relationships with classmates and the need to form positive interactions. To this we add the specific objective of communicating and encouraging both individuals and the group as a whole to accept that everyone has expressive and communicative powers, and what these are. In addition, the acquisition and/or expansion of the student's skills in terms of creative writing, verbal expression, corporeality, and movement on the stage is developed. In terms of its contents, this activity forms part of a wider project concerning **Education for Peace, for Global Citizenship, for Sustainability and for Human Society**; in particular, the **topic of migration in the past and present has been tackled, investigating in depth all of the possible reasons that could force a human being to leave their own land ("the land no longer gives sustenance...")**

Specific method for leading the theatre workshop

- Theatrical training (exercises in body expression that allowed the students to establish physical and emotional communication with "the other" and "the others" in the group) on a level of self-work, plus work on space and on unity.
- Brainstorming and circle time (techniques for collective structuring and development of ideas) to encourage open dialogue and debate, and as a preliminary activity for creative writing.
- Collective and individual reading of texts provided by the teacher (newspaper articles, excerpts from books and written testimonies), to enrich the research and debate around the texts that have been read; selection of interesting passages with relevant improvisations.
- Listening to musical passages and songs with related moments of reflection.

- Creative writing practice, which will lead to the creation of a screenplay, through a process of research, documentation, and sensory and emotive expression.
- Improvisation based on texts, situations, objects, and moods.
- Design of scenery elements (symbolic and unrealistic in nature: the objects hint at an environment rather than creating it) through collective development of the students' proposals.
- Performance rehearsals

At the end of the workshop/course, each student writes a personal testimonial/reflection on the finished course.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

INSTRUCTORS		CLASS 2[^]A - STUDENTS	
Michela VANNI	ABBAGNATO Asia	CAOVILLA Thomas	PASCOLAT Anna
Rita DIJUST	BAGGIO Matteo	CARUSO Gloria	PUNTIN ALICE
Elena GINALDI	BERLESE Elisa	GUERCIO Sara	TAVAGNA Alice
Sara ZAMPARELLI	BOLZAN Mario	LUNARDI Lucrezia	UDOVICI Gloria
	BOSICH Simone	MARIZZA Giada	USTULIN Filippo
	BRANCATELLI	MOVIO Rachele	ZUPPEL Nicole
	BUSATO Samuele		

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: please, specify

3.3 Learning activities and learning outcomes

Related activities that reinforce the practical described above

2015- Dialogue-based lesson to approach the theme of the relationship with the other (the intercultural dimension of our daily lives)

2015 - Visit to the Balducci Reception Centre in Zugliano (UD) and a meeting with some guests; collection of testimonies

2015 – 2016 class research with a cooperative learning method (migration and refugees)

2015 - Participation in activities organised by the Youth Council of Fiumicello on the topic of RECEPTION

2016 - Creation of an animated cartoon inspired by the Eastern fairytale "**Abdullah of the Sea and Abdullah of the Land**" on the topic of inclusion (in collaboration with the CeVI International Volunteer Center)

2015 – 2016 -2017 Reading for deeper understanding: "**Libars di scugni lâ**" (Free to have to leave), a collection of poetry by Leonardo Zanier on Friulian migration; "**La vita ti sia lieve – Storie di migranti e altri esclusi**", (Your modest life – stories of migrants and other outcasts) by Alessandra Ballerini; "**Libertà di migrare – Perché ci spostiamo da sempre ed è bene così**" (Freedom to migrate – why we've always relocated and that's a good thing), by V. Calzolaio and T. Pievani; newspaper articles)

2016-2017 Watching the theatrical performance "**GOOD JOURNEY**" with learning activities related to the viewing

2017 - Use of the materials in the **EDUKIT – Same World**

2015-2016-2017 Watching and analysis of video footage and photographic documentation, images, etc.

2017 -In the shoes of others (small group work on targeted stories)

2017-2018 Stage a theatrical performance of "**Stories of migrants and other outcasts**"

Each year, the third-year classes meet a **Fair-Trade** expert to gain a deeper understanding of the topic of environmental and economic justice on a glocal level; after this, they organise a market with Fairtrade products to raise awareness throughout the whole community on this form of trade.

The theatrical exercise, using the methodology set out above, has certainly improved the communicative ability of the students, who have also acquired an improved understanding of their own emotions and those of others, developing the capacity to practice self-reflection and to reflect upon the proposed topics after proper examination and research. To this we add the specific objective of communicating and encouraging both individuals and the group as a whole to accept that everyone has powers of expression and communication, and what these are. In addition, the acquisition and/or expansion of the student's skills in terms of creative writing, verbal expression, corporeality, and movement on the stage is developed. Regarding the thematic focus of the work (**migration and refugees**) the students who displayed prejudice and stereotypes regarding migration have radically changed their way of thinking, demonstrating improved openness and sensibility towards these topics. They have clearly grasped the relationship between the economic and environmental policies of rich countries and migration.

4. Rethinking the Educational Practice (Reflection)

- **Why is this good practice?**

By nature, theatrical practice has an innovative pedagogic approach, necessarily applying teaching strategies that encourage the group's active and cohesive participation. It is genuine "permanent" group work, which operates using cooperative methods. The issues addressed are shared within the family as well, offering the opportunity for comparison/in-depth study and for sharing. The described method had a significant impact on the group: the children proved themselves to be more knowledgeable, they strengthened their communication skills and are participating much more actively in lessons; the request to discuss the questions addressed in class with family members promoted dialogue within the family, and achieved improved involvement of family members in all school activities.

Having examined the issues from various points of view, with multiple activities and through different avenues (film, theatre, journalism, artistic, written, oral, foreign language), you can see a general, significant development of competences (European key competences). In particular, there is

a significant change in the cultural approach to the topic of the migration that is occurring currently, learning to address matters critically and with autonomous thinking, without allowing themselves to be influenced by preconceived notions and prejudice.

The overall structure of the full course can also be used by other schools, on the condition that it creates a good, collaborative interdisciplinary network between teachers, and that a good training course is created for teachers in terms of theatre education techniques.

- **What student competences and skills do you think helped in developing this, and in what way?**

The desire to get involved and curiosity are the basic requirements, but a strong linguistic ability and endurance in motor activity are also invaluable. The ability to concentrate and self-control are also important. These prerequisites will facilitate the task, but they can also be acquired during the course.

- **In what way has it related local and global matters to the topics being handled?**

The "glocal" aspect of the issues related to migration and to reception of immigrants is made clear from the beginning of the course, examining the various factors, both past and present, that forced, and still force, large groups of people to leave their own country. Studying the relationships between the North and the South of the world has also highlighted the responsibilities that can be found on a daily basis in a welfare society: our responsibility.

- **What features make it an innovative *practical*?**

The entire course features innovative learning strategies, such as cooperative learning, circle time, dialogue-based lessons, improvisation and theatrical training. Throughout the workshop, the direct involvement of the group is assured, stimulating unity and cohesion, but without neglecting the promotion of individuality.

- **What were the teachers' and students' initial motives that led to the creation of this *good practice*?**

A high level of cohesion/agreement within the Class Council is at the heart of the decision, but in particular it was the cultural interest and theatrical abilities of the teacher running the project, achieved through multi-year educational courses and numerous theatrical productions. Being able to use the language of theatre to address complex issues offers fantastic learning opportunities, without even considering that the topic of migrant reception is intertwined with courses of education for Peace and Active Citizenship that are a constant feature in the planning for the entire school. The character of the students involved in the projects certainly had an effect on the participation in the didactic courses described: the students involved were curious, enthusiastic and sensitive, motivated to work together in a united, serious and constructive manner. But the activities proposed proved to be compelling and motivating even for the students who are usually unenthusiastic and show little interest, with gaps in their knowledge.

- **What were the milestones, the strengths and the weaknesses of this *practice*?**

Considering that the activities took place over the course of a number of years (with the exception of the theatrical workshop, which is yearly) they had annual milestones, corresponding to each of the three academic years. The theatrical workshop is designed in periods of approximately three months: October/November-January (content approach, formation of groups, think tanks" for reflecting on the materials examined); January-March (creative writing, theatrical writing and training); March-May (improvisations, construction of the set and rehearsals). The strong points are staging the show (with the emotions that this inspires) and the satisfaction that results from achieving goals.

- **Are there any recommendations for other teachers who are interested in using this good educational practice?**

Educational practice that makes use of the language of theatre requires proportional, challenging training for teachers, who need to know how to create a complex course of research, body expression and emotional involvement with the students; they also need to understand the "grammar" that forms the basis of the language of theatre to succeed in staging an effective show or performance, without trivialisation or rhetoric.

The creation of an animated cartoon inspired by an Eastern fairytale ("Abdullah of the Sea and Abdullah of the Land"), requires specific technical abilities (in our case, this was provided by an external provider from the CeVI International Volunteer Center).

Please, describe also the impact of this educational practice on students, on the school and/or the community:

The course had a significant impact on the class that was most directly involved in the activities, but also on other classes that followed certain educational courses on the subject of environmental migration and sustainability and created murals together on the subject of MAN-NATURE. The students of class 2^A (who completed the full course over the last two years) proved themselves to be much more knowledgeable, they strengthened their persuasive abilities, their critical thinking abilities and participated more actively in lessons. The request to start a debate with family members on the matters dealt with in class and during out-of-school workshop activities has promoted dialogue within the family and increased their involvement in all school activities. This has also had the benefit of raising awareness within the families on matters concerning migration. Staging theatrical performances in the area has inspired notable interest and recognition, involving the public in an interesting debate.

Fiumicello, 15/05/2017

The teacher in charge of the course
Prof. Michela Vanni

#5 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#5 A Green Team in a Green School for a Green World

(Italy)



“My classroom plays sustainably”

**SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education**

A Green Team in a Green School for a Green World

Teacher & Class

Manuela Trevisan, Class 2B

email

manustrevisan@gmail.com

SCHOOL

“G. B. Monteggia” Lower Secondary School

Laveno Mombello, May 18, 2017

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

The Monteggia school in Laveno Mombello has been active in environmental issues since 2007–08 when it introduced the "Light Guardians" program as part of the Varese Province's "Our School for Sustainable Energy" project. Students have since implemented many interdisciplinary activities, understanding that even small steps taken in the right direction are important for sustainability. Starting in 2010–11, environmental and sustainability education projects became part of Agenda 21Laghi and CAST-Laveno's Green School project. These activities are done at our school throughout the year, suggested by issues that are addressed yearly by Legambiente, SERR, M'illumino di Meno, and other organizations such as the La Fabbrica, Oikos, and COOP. With the shared purpose of saving resources, major topics include reducing waste, proper recycling, repurposing, sharing, reuse, energy conservation, food waste reduction, food packaging reduction, local food, and carpooling. Students take the lead in all the practices with active participation in school, at home and in the country. The objective is to promote best practices that can be applied and reproduced over time. Methods include teamwork, workshops, design, creating works of art, writing newspaper articles and educational leaflets, and statistical studies

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Manuela Trevisan, science and math teacher, environmental education lead
Alessandra Annoni, art teacher
Paola Zarini, technology teacher
Chiara Mauri, religion teacher
Laura Vignati, Italian teacher

Students from the entire school, especially classes 1C, 2B, and 3C

Class 2B	Asia Bonini
	Nicolas Bonini
	Sara Capossela
	Lorenzo Cappelli
	Vittoria Colombo
	Bianca Dossena
	Kristel Gargaglione
	Elisa Girardi
	Mattia Guido
	Marco Hu
	Samuel Ienco
	Alessio Lanieri
	Davide Liu Zhong Yi
	Lorenzo Meroni
	Simone Montillo
	Alexandro Parola

Maite Paroli
Anna Pettenuzzo
Monica Rodari
Alexandro Scandura
Sascha Tafuro

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: please, specify

3.3 Learning Activities & Learning outcomes

As part of the Green School project, organized by the province of Varese and CAST-Laveno, which we joined this year:

with our school's ten classes, we explored the issue of packaging by taking part in the "European Week for Waste Reduction" (SERR) and the issue of sharing by participating in the "M'illumino di Meno" and "Earth Hour" projects,

with the third and first classes, respectively, we explored the issue of land use and waste and taking part in "Earth Day" and "Clean Up the World."

The second and third classes watched the "Trashed" film, followed by individual and group discussion as a springboard for thinking about waste generation, disposal, and recycling. Class 2B analyzed and considered both the film and some facts provided by CONAI. The groups made informational flyers about packaging. Our teachers supported its implementation; the technology and art teachers for the graphics, the science teacher for the correctness of the scientific information, and the Italian teacher for the writing. Students were also asked to learn about and analyze the local recycling chain and learn about the potential of different packaging materials. Each of the four classes of the second class created informational tables for later use, made entirely of reused packaging.

Class 2B, supported by their classmates in 2A, and the art, science, Italian, and technology teachers, went into the town's streets with informational tables about packaging. They came directly into contact with our town's population to distribute leaflets and discuss the problem of packaging and waste with them.

With the art teacher, a variety of packaging materials were reused to make creative projects.

The first classes worked with the technology teacher to create the graphic design and make signs to hang by the classrooms' recycling bins. "Bin Guardians" were designated for each class (rotating, two per week), in charge of checking that the recycling is correctly sorted and reminding their classmates what to do if the wrong trash "sneaks into" the bins. For several weeks, during recess, in order to reduce packaging, class 2B and the other classes, started sharing snacks, which meant more fun and less packaging!

The "Bin Guardians" are simultaneously "Light Guardians"; they also check that the lights in classrooms and hallways are off when not needed (such as in sunny or empty classrooms).

Near Christmas, the local branch of Legambiente (Legambiente-Circle Valcuvia and Valli del Luinese) accepted our proposal to put on a competition called "Don't throw out good things: You can light up Christmas." The competition was open to the classes of our school and all of the town's residents to make Christmas trees made exclusively with packaging to highlight the importance of reusing material and doing a lot with a little. Each class in the school drew to be assigned a specific kind of material (paper/cardboard, aluminum, PET, PE-2, hard plastic, Tetrapak, and polylaminate). Class 2B had to use paper and cardboard for the task. The trees

that the classes made during their art and technology classes were displayed in Villa Fumagalli or brought to shops in Laveno Mombello to be put on display and enter the Legambiente contest. On the day the prizes were announced, the Parents' Association organized a market selling the Christmas decorations made from recycled packaging. The president of the Legambiente branch and the Councilor of Public Education came to the awards ceremony. We are very pleased that the idea Christmas trees made with recycled packaging was so well received that the municipal administration and retail association will consider redoing the project next Christmas, starting a new tradition for our town.

We continued after New Year's:

in technical class, we built looms with four wooden boards to use with our grandmothers' leftover balls of yarns;

in art class, cardboard packaging and pastry trays were turned into fun, animated Renaissance portraits.

Joining the "M'illumino di Meno" project (Caterpillar-RAIradioDUE) we did "CondiVivo" activities including brainstorming and sharing ideas to reduce resource waste, which were written on Post-it notes to put on panels (made from the bottom of boxes taken in supermarkets) hung in every classroom, in anticipation of Earth Hour, and taken home to share with families.

On the day of Earth Hour (WWF), we took our boards with the shared ideas to the streets of Laveno and hung them on the shelves of the public library, so that everyone could read them and share them.

With the religion and Italian teachers, Class 2B watched and reflected on the documentary "Come il Peso dell'Acqua" by A. Segre (a Rai 3 and Ruvido production) and the play "Nel Mare Ci Sono i Coccodrilli," directed by and starring Christian di Domenico. The students completed a survey on their perceptions of the migration phenomenon and wrote short significant essays that came out of the classroom discussion. The students' statement about the need to "create a free and responsible life plan" fits in perfectly with our project for caring for the environmental because it is in creating active, responsible citizens who are asked to safeguard the environment and the Earth where we live, which is everyone's right.

The practices actively engaged the students, making them direct participants in the different actions, rendering them into creative artists, filmmakers, and actors of the project.

The students had fun being at school in a different way. They became more sensitive to environmental issues and paid more attention to resource waste, recycling, the responsible use of electric power, and relating their actions both to what happens locally and globally.

Displaying the shared ideas in the library, the sign on the bus to remind others of the "M'illumino di Meno" day of sharing, the display of Christmas trees in the town shops, the Legambiente awards ceremony on the lakefront, the informational tables outside of the COOP and in the town streets, and articles published in the local newspaper, *Cuntasú*, contributed to the project's visibility to the outside world.

As part of the project, the ATA staff checked the lights in hallways and classrooms when they were on needlessly, and the recycling bins in classrooms, before putting the waste outside of the school, and weighing paper, plastic, and mixed waste every two weeks.

Families participated in the Christmas tree and snack sharing projects. The municipality took part in putting on the Clean Up the World day and the Christmas market. Legambiente took part in the Clean Up the World day and the Christmas tree competition, the library for displaying the "CondiVivo" cards, COOP supermarket and the town shops for displaying Christmas trees in their windows, and the Parents' Association for the market of Christmas decorations made from recycled material, the editorial staff of *Cuntasú* for publishing articles written by the students about the environmental education practices.

4. Rethinking the Educational Practice (Reflection)

Ours can be considered a good practice because it engages young people in a process of active citizenship, acquainting them with more sustainable lifestyles; it shows the fun side of involvement and boosts critical thinking and choice-making skills, which are often hindered by

consumerist mechanisms. This is a way to have more responsible citizens. Our practice can have a lasting, sustainable effect.

It is original because it acts in a period that has long been shaped by consumerism: Christmas, a period of consuming vast amounts of goods, all packaged. Reusing packaging for Christmas trees spotlights the idea that you do not need to always buy things new because a lot can be done with little — and with things that are normally thrown out because thought useless, like wrapping and packaging!

The skills and abilities that the students developed included a spirit of initiative, teamwork, and being able to show their work to the outside world, and challenge themselves.

The practice related to migration was connected to the local situation, tying it to thought about the consequences of our everyday actions. We must act locally but think globally and remember that what we do has effects that may be far-reaching.

The practice's innovation and the teachers' initial idea were to get away from the standard single-discipline curriculum to address current issues, engaging different disciplines. Implementing practical projects, workshops, field trips, and visibility to the outside world encouraged students to get involved and be the driving force behind the action.

In order for the practice to engage the entire school and not just a couple classes, teachers from all classes need to work on it, including art, technology, and religion teachers, and each class needs a teacher involved who teaches a large number of hours, such as literature and mathematics teachers. We described its strengths above; its weakness was the time available. Though addressing these issues as described is positive and interesting, the individual subjects' curricula also have to be followed.

The advice we would give other teachers who want to take inspiration from our good educational practice is that they get planning ideas by participating in local initiatives, create situations, events, and collaborations, and keep the focus on the students' active engagement.

We believe that our practice could be replicated both in other schools but also in other areas of civil society, such as work places, associations, and communities.

#6 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#6 Environmental migration and environmental refugees

(Estonia)



“My classroom plays sustainably”
“Optional subtitle in the national language”
SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education

Environmental migration and environmental refugees

Teacher & Class

Signe Lensment, Class 7.a

email

signe@haridus.eu

SCHOOL

Sindi Gymnasium

Sindi, Apr. 25 – May 12, 2017

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

Environmental migration is an addition to the topic of population discussed in Class 7. Primary topics and activities:

- Discussion on the subject of the construction of the Three Gorges Dam and population migration.
- A game titled "Climate Change and Environmental Refugees".
- Telling of a story called "Climate Migration" with the help of story cubes.
- An animation titled "Environmental refugee".
- Creation of infographics on environmental migration.
- Feedback.

Objectives

The students:

- Will know how to describe the reasons for climate and environmental migration.
- Will know how to describe the regions where people have had to leave their homes.
- Can give examples of natural disasters causing climate migration.
- Can name regions that people have moved away from and can show them on the map.
- Will know the effect of climate change on people and the environment.

Skills

The students will:

- Know and act in accordance with generally acknowledged values and moral principles and will not remain indifferent when these are ignored.
- Understand the relationship between humans and the environment, and know how to act responsibly towards the environment in everyday life and activities.
- Be able to express themselves in a creative manner.
- Know how to form sentences and ask questions on the topic of natural science, discuss the topic with others, express scientific thoughts, and make conclusions on the basis of supporting evidence.
- Know how to find solutions to issues related to environmental and human development.
- Know how to cooperate with others in various situations and online environments.
- Know how to use digital devices for content creation.

Methodology

- Active learning
- Group work
- Pair work
- Individual tasks
- Game
- Discussion
- Feedback

Activity homepage: <https://sites.google.com/view/keskonnaranne2017>

The homepage contains all illustrated activities.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Teacher: Signe Lensment

Number of students: 17

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months) - The school project "Environmental migration and environmental refugees" is an addition to the topic of population discussed in Class 7. In-class activities as well as activities in substitute classes were carried out in the course of several weeks (Apr. 25 - May 12, 2017).
- Other: please, specify

3.3 Learning Activities & Learning outcomes

The school project "Environmental migration and environmental refugees" consisted of five tasks and feedback. All activities and tasks are listed on the following webpage:

<https://sites.google.com/view/keskonnaranne2017>

Secure | <https://sites.google.com/view/keskkonnaranne2017/avaleht>

Keskkonnaränne Avaleht 1. ülesanne 2. lüülmäng 3. ülesanne 4. ülesanne 5. ülesanne 6. tagasiside Mõisted More Q



Keskkonnaränne ja kliimapagulased

Keskkonnaprojekt 7. klassidele teema "Rahvastik" õpetamiseks
Sindi Gümnaasiumis

Maailmas ei ole vähetahtsaid probleeme ning ei tohi olla mõtlemist, et see meid ei puuduta. Kogu maailmas, kus keskkonnamuutused halvenevad seal väheneb ka elukvaliteet, kuni mõned inimesed on sunnitud lahkuma oma elupaikadest. Sellest tihti sõltub ka nende ellujäämine. Kujutle, et see oleksid Sina.

Keskkonnaränne on uus mõiste ja paljud ei teagi selle tähendust. Keskkonnapagulane on seotud keskkonnamuutustega ning neid tekitab omal moel inimene. Loodusest ja inimestest põhjustatud kliimamuutused kannavad etteaimamatuid tagajärgi. Tihti juhtub see, et keskkonnapõgenikud ei saa oma kodukohta tagasi pöörduda.

Selle projekti eesmärk on teha mõistetavaks, kui suur roll on kliimamuutustel, et inimesed peavad kodudest lahkuma. Kaks kolmandikku maakera rahvastikust elab ookeanide, merede või veerohkete jõgede läheduses. Need piirkonnad on kliimamuutustest kõige enne haavatavad.

Kliimapagulase seisundit ei ole veel sätestatud ei rahvusvahelises ega ELi õiguses, sest see mõiste on veel segane.

The activities related to the topic of environmental migration consisted of individual tasks as well as pair and group work so that students could think about the subjects individually and discuss them with classmates. Different skills were developed through digital and creative tasks.

The first task involved a discussion revolving around the fate of people affected by the construction of the Three Gorges Dam in China. The students individually studied the pros and cons of the construction of the Three Gorges Dam. After marking the location of the dam on the map the students discussed whether the people negatively affected by the construction of the Three Gorges Dam could be considered environmental refugees.

Learning results:

- The students can name regions where people have been forced to move away from because of environmental conditions.
- The students can mark the regions on the map using a digital device (Digital Skills 3.1. Digital Content Creation).

Secure | <https://sites.google.com/view/keskkonnaranne2017/1-ülesanne>

Keskkonnaränne Avaleht 1. ülesanne 2. lüülmäng 3. ülesanne 4. ülesanne 5. ülesanne 6. tagasiside Mõisted Kasutatud materjalid Lisa



1. ülesanne

1. ülesanne (individuaalne ülesanne)

1. Loe läbi tekst Kolme Kuristiku tamme kohta <https://sites.google.com/view/keskkonnaranne2017/1-%C3%BClesanne/kolme-kuristiku-tamm>
 - Lisainfo (koha kaart, pildid jne) - <https://sway.com/ZFvylTKIzI3TAzOW>
2. Vaata videot, panoraami ning märgi kaardile Kolme Kuristiku tamme asukoht <https://share.nearpod.com/vsph/T2nlUYICNu>
3. Avalda arvamust, kas Kolme Kuristiku tamme loos kannatanud inimesed on keskkonnapagulased või mitte. Kindlasti kirjuta juurde põhjendus. Tee see ülesanne vihikusse. Tunnis kirjutame arvamuse <https://padlet.com/signele/kolmekuristikutamm7a2017>
4. Kokkuvõtte arutelust.

Õpilaste arvamused, kas Kolme Kuristiku tamme loos kannatanud inimesed on keskkonnapagulased või mitte.

Task no 1 - Step-by-step instruction

Secure | <https://padlet.com/signele/kolmekuristikutamm7a2017>

Kolme Kuristiku tamm

Kas Kolme Kuristiku tamme loos kannatanud inimesed on keskkonnapagulased või mitte. Põhjenda vastust. Ära unusta, et õppetöös kirjutatakse täislausetega.

<p>Pealkirjaks kirjuta oma nimi Sisuks vastus. Vastused sisesta täislausetega.</p> 	<p>Karl Hussar Ma arvan, et kuristiku tamme loos kannatanud inimesed ei ole keskkonnapagulased. Nad lihtsalt ei saa oma vanas kodus enam elada a peavad teise kohta</p>	<p>Siim-Kaspar Kollamaa On küll, kuna sealsed elutingimused on halvenenud ja langenud elukvaliteet.</p>	<p>Fred Hussar Mina arvan, et nad olid keskkonnapagulased, sest nemad olid selle koha põliselanikud ja ei saanud mingitel põhjustel piirkondadest lahkuda, kus olid üleujutused.</p>	<p>Richard Kandima Kolme kuristiku tammi juures elavad inimesed on keskkonnapagulased, sest nad elavad alal, mis iga ajavahemiku tagant</p>
<p>Elisabeth Kalinina On küll kuna nende elutingimused on muutunud halvaks ja neil on seal elamine võimatu.</p>	<p>Martti Sorin Kannatanud inimesed on keskkonna pagulased, kuna pidid hülgama oma kodu ja ei saa kunagi sinna enam naaseda</p>	<p>Sigrid Riik Nad on küll keskkonnapagulased, nad ei saa elada oma endises kodupaigas, seda on miski mõjutanud ning nad pidid kolima mujale.</p>	<p>Eliis Sillaots Ma arvan, et natuke, sest nad ei kannatanud nii palju.</p>	<p>Annabel Vilgats On küll, nad on hülgasid oma kodu.</p>
	<p>Kristiin Jefimov Kolme Kuristiku tamme loos kannatanud inimesed on keskkonnapagulased, sest nad kannatasid keskkonna mõjude all.</p>	<p>Anni Rumberg Mõnes mõttes on, sest nad kodukohas on ohtlik elada ja nad peavad mujale kolima kuna seal on üleujutused</p>	<p>Karmel Johanson Nad on keskkonnapagulased, sest nad on sunnitud oma kodudest põgenema, mis on üleujutuste ohus.</p>	<p>Sirelin Kukkk Minu arvates ei, sest keskkonnapagulased on need, kes on kaotanud oma kodud looduslikult tekkinud katastroofi tõttu, aga see tamm ehitati meelega ja üleujutused samuti. Muidugi tuleks neid inimesi aidata.</p>

Feedback to task no 1 - Can the people who have been negatively affected by the construction of the Three Gorges Dam be considered environmental refugees? Please give arguments to support your answer. Remember to use complete sentences.

The second task was taken from the SAMEWORLD EDUKIT environment. Topic "Linking game - climate change and environmental refugees". In addition to the game the students formed a character-based "line of opinions". In this task the students had to form a line on the basis of their assigned characters in response to the teacher's questions.

Learning results:

- The students can understand the relationship between humans and the environment.
- The students can describe the regions where people have had to leave their homes.
- The students can express themselves in a creative manner.

Secure | <https://sites.google.com/view/keskkonnaranne2017/2-luulimäng>

Keskkonnaranne Avaleht 1. ülesanne **2. lüülmäng** 3. ülesanne 4. ülesanne 5. ülesanne 6. tagasivide Mõisted Kasutatud materjaid Lisa

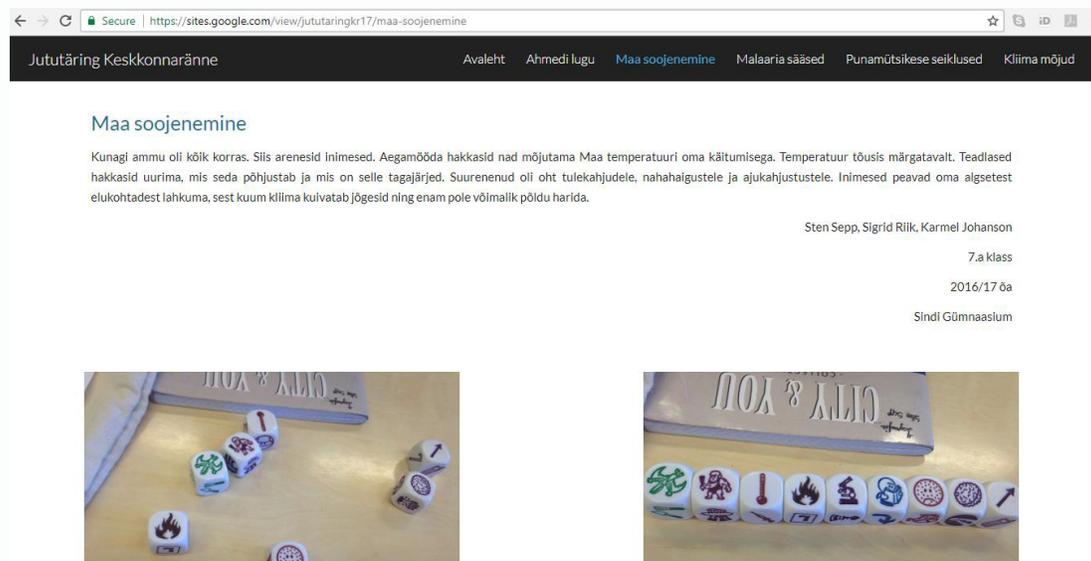


Mängu 3. ja 4. samm

The third task involved the composing and telling of a story titled "Climate migration" with the help of story cubes and Lensoo app. By using story cubes, the students had to compose a relevant story and share it via Google Drive. The students used phrases such as "There once lived a..." and "There once was a..." as a lead-in to the story and picked the first symbol that caught their eye. They were not required to pick the first symbol in a line etc., however, all the pictures on the cubes thrown had to be used.

Learning results:

- The students can form sentences on the topic of natural science.
- The students can cooperate with others in various situations (Digital Skills 2.4. Cooperating via digital technology).



Story about global warming.

All stories available in Estonian: <https://sites.google.com/view/jututaringkr17/avaleht>

The fourth task involved creating an animation on the topic of environmental refugees. The animation was a result of group work in a freely chosen environment. Some environments that could be used to complete the task were recommended to the students.

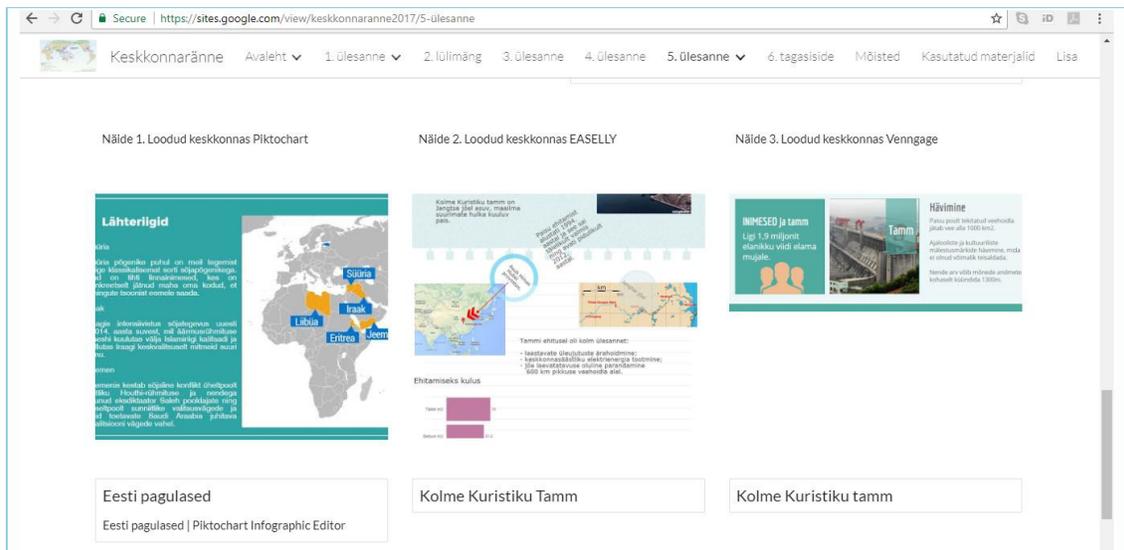
Learning results:

- The students know how to act responsibly towards the environment in everyday life and activities.
- The students know how to use what they have learned (including skills and strategies) in different contexts and issues (Digital Skills 3.2. Gaining knowledge).

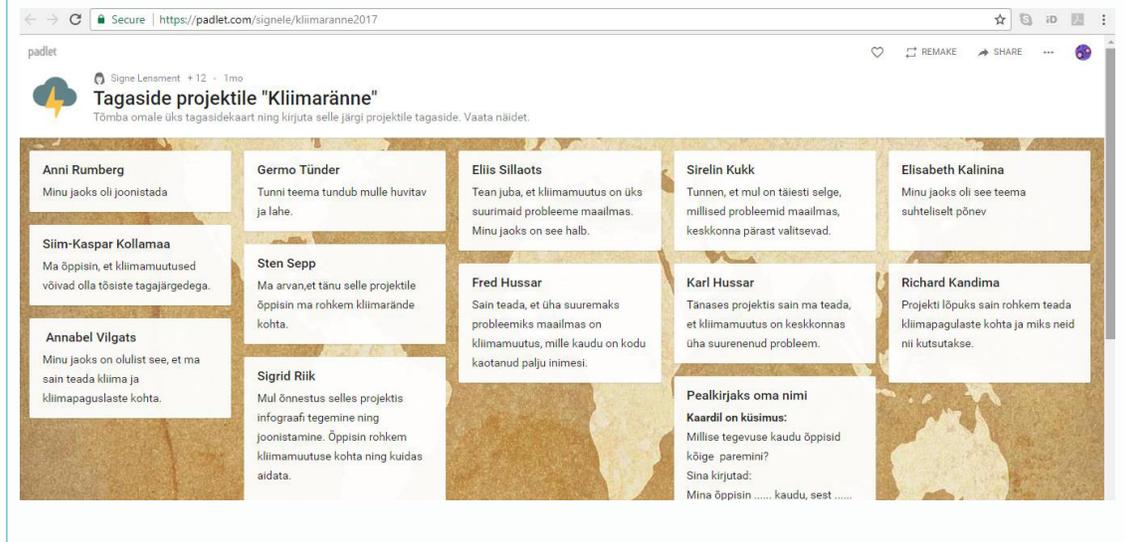
The fifth task involved individually creating an infographic. All topics related to climate refugees (overview of a country, global warming etc.) were acceptable. There were three environments to choose from for creating the infographic.

Learning results:

- The students can describe the reasons for climate and environmental migration.
- The students know the effect of climate change on people and the environment.
- The students take into account the good practices of copyright for content creation (Digital Skills 3.3. Copyright and licenses).



The sixth task revolved around giving feedback with the help of feedback cards. (The feedback cards included questions such as "Which activity taught you the best?" or unfinished sentences such as "Currently I find it difficult to...". The students were asked to provide an answer, finish a sentence and so on.) The students used an online board for feedback.



4. Rethinking the Educational Practice (Reflection)

A good practice relies on cooperation, supports creativity and links a topic to real life. This school project attempted to stay true to these objectives. This practice has a direct effect on the students as they attempted to identify themselves with climate refugees and people who have had to abandon their homes. It is my hope that the students now have a clearer understanding of the unpredictable future strongly affected by nature and the choices we ourselves make, as well as a better understanding of environmental refugees.

The project facilitated the development of the students' digital and communication skills, and values. The development of digital skills involved developing communication and content creation skills via digital devices. The clarification of values involved developing the students' attitudes. The development of communication skills involved expanding the students' vocabulary and practicing the use of new words in different ways.

I chose this topic because several students wanted to know more about it after it was discussed in the study program "Climate Breakfast", organised by the Pepsi Center for Transboundary Cooperation.

One of the advantages of this practice is that the students can choose an environment for the creation and completion of tasks based on their own preference. Another advantage is consistent communication and a variety of tasks. One of the disadvantages would be the scarcity of digital devices available in our school and the fact that comprehensive preparatory work was required of the teacher to provide the students with different options/environments.

The school project was used to a good effect in so-called "substitute classes" (classes taught by colleagues), and can be integrated with other classes through cooperation between teachers.

#7 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#7 Green Hug For Planet Earth

(Bulgaria)



"My classroom plays sustainably"
"Climate Change"
"Biofuels"

**SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education**

Green Hug For Planet Earth

Sevinch Huseinova Alieva & Class

Teacher, Class

sevi64@gmail.com

email

"HRISTO BOTEV" SECONDARY SCHOOL

school

city AYTOS, Bulgaria 2017

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

The Ecotime club at Secondary School "Hristo Botev" in Aytos develops an interesting and innovative activity to create a sustainable living environment with the help of science which focuses on the interrelation between local and global problems.

After our research, the environmentalists from our club concluded that a major pollutant and cause of climate change in a small town like ours is the road transport. For a sustainable solution to this problem, they proposed replacing conventional fuels with biofuels.

Their innovative idea was to extract biodiesel from used cooking oil /sunflower oil/. They investigated the problems caused by disposing cooking oil in the sewage, as well as the climate changes caused by conventional fuels. Their in-depth experiments in the school lab began two years ago. After repeated attempts, they succeeded. The young ecologists developed a science-based methodology for extracting biodiesel from used cooking oil. They launched a massive campaign to promote their idea. They convinced the owners of local restaurants and parent community not to throw away the fat, but to collect and supply it to the school lab. They organized a series of competitions such as 'Oil = Ecocrisis', 'With Biodiesel to Save the World' in order to focus their classmates' attention to the global issues.

Once again, Ecotime Club not only discovered an eco-problem at the local level but also proposed a methodology for its practical solution.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Please, write the names of the participating teacher (s) and the number of participating students:

- Sevinch Aleyva - Senior Teacher of Chemistry and Environmental Protection
- Club Ekotime (11 students):

- Yoanna Blagoeva - X Grade,
- Susan Hadjieva - X Grade,
- Kristina Rosenova - IX Grade,
- Rosen Venelinov - XI Grade,
- Slavi Mindov - XI Grade,
- Bushra Ahmed - IX Grade,
- Guljan Muhtar - IX Grade,
- Esin Nevzat - IX Grade,
- Sevgin Eshref - IX Grade,
- Burchin Ilyaz - IX Grade,
- Murad Hamza - X Grade.

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: The practice was done as an extracurricular activity of Club Ecotime.

3.3 Learning Activities & Learning outcomes

1. We carried out a control of the chemical composition of the air in cooperation with the Regional Inspectorate of Environment and Water, Burgas in our town and analyzed the results. We found a higher CO₂ level, increased levels of dust particles, and some excess hydrocarbons above the norm.
2. We developed a science-based methodology for the production of biodiesel from used cooking oil and we experimentally achieved it in the school lab. We filmed the phases of our methodology for the production of biodiesel.
3. To determine the quality of the obtained biodiesel, we sent a sample to the Department of Industrial Chemistry of the University "Prof. Asen Zlatarov"- Burgas. The result they have given us after its quality testing is "an excellent product for diesel cars".
4. Our next step was to conduct an awareness campaign at school about the benefits of using waste products (used cooking oil) and the importance of biodiesel as a fuel.
5. We organized the action of collecting used cooking oil from our classmates' homes and diners. Those restaurants that became our partners have been awarded the stickers "Become a hero of the future" which we displayed at their front doors.
6. In school, we held a poster competition called "Oil = Ecocrisis". The best posters were displayed in an exhibition.
7. To promote the idea of the benefits of biofuels for the atmosphere, we organized a contest to write a song "With biodiesel to save the world". The winning group was of 7th grade classmates and their class supervisor. The song has been recorded and played at the end of the clip.
8. We drew the owners of local dining establishments as our partners for collecting and delivering waste cooking oil.
9. We delivered the collected 300l of waste cooking oil to the processing plant in the town of Kameno, where they produce biodiesel industrially.

Results:

The participation of the young ecologists into accessible real-life research and practice helps to enrich their environmental knowledge and build positive emotional-valued environmental relationships.

The activities in which environmentalists and their classmates took part helped to form an ecologically sound behavior. The design and testing of a dynamic system of forms and methods of interaction with the environment helped to master and improve cognitive strategies. The environmentalists have put in practice their knowledge of chemistry to develop a methodology for the production of biodiesel from used cooking oil. The innovative practice has helped to

identify pressing problems and make the right decisions not only for environmentalists but also across the school community.

The realization of the practice helped to change the way of thinking of the parents as well. It has made them think how to value the use of recycled waste products by deriving maximum benefit from them, which fuels to use, how to travel without polluting the environment. The Eco Campaign has shown the right path to the local restaurant owners to collect and deliver used cooking oil instead of draining it into the sewer.

4. Rethinking the Educational Practice (Reflection)

The performed eco-practice is a good practice, because students are involved in an innovative way in activities that promote ideas and principles of environmental education and sustainable development in the Bulgarian school. It creates motivation and good communication between a wide range of participants to achieve a sophistication in the realization of different eco-activities.

This practice helps to build up environmental knowledge about pollution caused by conventional fuel, the positive and negative aspects of biodiesel production and use as a fuel. It helps to develop environmental skills to identify the problems and the possibilities for solving them by analyzing the situation. It assists in creating awareness of personal and social responsibility. It develops the need for an environmentally friendly lifestyle and the promotion of appropriate environmental behavior.

The environmentalists studied the specific regional environmental situation in the municipality and identified a problem at the local level, part of the global environmental problems of modern society.

The overall activity of Ecotime Club is based on the application of innovative approaches and methods aimed at achieving a richer, healthier and more stable environment. The effectiveness of the collective work of equal partners has been proven in practice. In the club, each student is placed in an active position as creator and recipient at the same time, which is a prerequisite for a more comprehensive and deep insight into environmental issues. The activities carried out with representatives of various institutions, such as RIEW - Burgas, the Department of Industrial Chemistry, University "Prof. Asen Zlatarov" - Burgas, support the formation of environmentally sound behavior among ecologists.

Main motive - Extremely concerned about the high carbon emissions in the atmosphere, the increased percentage of children with chronic respiratory diseases in their hometown, the number of babies born prematurely, the increased number of cardiovascular problems and the development of cancer, the participants at Ecotime Club began extensive research into their reduction.

Strong side - Experiments performed in the chemical laboratory have proven the practical applicability of chemical knowledge in life. The students believed in their possibilities and in their own efforts as explorers that they can change the world for the better.

Weak side - The Bulgarian school does not focus on the environmentally friendly lifestyle. It is necessary to devote more time to extracurricular activities of practical application. Through them students will be able to realize the real problems, to find and point the way for their solution themselves.

The practice in Secondary School "Hristo Botev" in Aytos with focus on ecology has benefited not only the members of the school community, but also a large number of people - parents, owners

of dining establishments, developing significant skills and competences for critical thinking and environmental behavior.

#8 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#8 Global problems concern me

(Slovakia)



“My classroom plays sustainably”

**1st SAME WORLD European Contest
for Good Practices in Environmental Sustainability Education**

Global problems concern me.

Teacher (name): Mgr. Jana Liptáková

Class: I. A

E-mail: jliptakova@gymrs.sk

School (name & address):

Gymnázium Ivana Kraska,

P. Hostinského 3, 979 01 Rimavská Sobota

In Rimavská Sobota, on 21 May 2017.

1. Topic(s)

Please, check the topic that is more relevant to your practice:

- Climate change**
- Environmental justice**
- Environmental migration**

2. Abstract

In the frame of 4 lessons of ethics, students of the 1st A class work on the project titled **Global problems concern me**. The aim of the educational activities implemented in the form of a collaborative teaching and work in groups is make the students aware of the responsibility for the state of the environment, in which we live, and the interconnections with different countries on the Earth, even if it seems that they have nothing in common.

Students of the 1st class of the secondary grammar school are the target group but the project can be easily adapted for younger or older students.

At the beginning of the project it is necessary to get familiar with the basic terms that the students will work with. Through participation and active involvement to the solution of defined problems (blind map of the Earth, placing things in the country of origin, creation of a poem using the basic terms, organization of a model UN assembly, the exhibition), the students present their own view and understanding of the globalization and global problems. In a playful way, during 4 lessons, the students will learn that the world is really a one big village and has many common problems.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

students: 18 (1.A)

teacher: 1 (history – ethics)

other classes will be involved in June 2017, till the end of the school year 2016-17

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: please, specify:

3.3 Learning Activities & Learning outcomes

1st lesson

Activity I – What we have in common?

time – 10 minutes

The aim of the activity is to become aware of differences but also of common characteristics.

Students walk their hands on a A5 paper and stick the paper of their own back. They are asked to take a pencil and try to write in each of the 5 fingers of one of his/her classmate at least 1 thing, characteristics, event or issue that they think is common for them two, without asking the person. At the end of the activity we draw one large hand on the board and search for characteristics, issues that are common for the whole class. At the end we evaluate the activity.

Activity II – Blind map

time – 10 minutes

Aim: Draw a blind map of the world without an atlas

Students are divided in 4 groups, each group gets one A2 paper. They are asked to draw on the paper the blind world map without using the atlas – only the continents. Activity is a bit more difficult, but important for the group work, the students give advices to each other on the location of the continents, islands, peninsulas, etc. The maps are checked together.

Activity III – In which country this was produced?

time – 5 minutes

Aim: To monitor the movement of goods from different countries to our homes

The students are asked to place on the map 5 things not produced in Slovakia, to their countries of origin. Also, they are asked to find 3 things that were produced in Slovakia and place them on the map, approximately on the territory of Slovakia. In the next the activity is evaluated. The students become aware that their everyday life is related mostly to things that are not produced in Slovakia.

Activity IV – Poem

time – 15 minutes

Aim: TO learn the basic terms and create a poem

We write the following terms on the board: globalization, global village, global warming, and terrorism. We explain each term together and in next the students are asked to create a poem using these terms. They write down the poem on the paper with the blind map. At the end of the lesson we evaluate all activities and the posters with the blind maps and poems are exhibited in the class on the notice-board.

2nd lesson

Activity I – Group

time – 5 minutes

Aim: Separate students in groups.

Using a bag with papers of different colors on which the global problems are written, we divide students in 6 groups. The class shall be prepared for this activity in advance. The schools –desks are placed in a way that 6 groups can work on them. Each school desk is marked with one of the colors. After taking the paper from the bag the student looks for the class-mates and the place where s/he will work. At the end the teacher check the correct formation of the groups.

On the papers of different colors 1 global problem is written on papers of same color: media dependence, global warming, terrorism, population explosion, extinction of animal species, civilization diseases.

Activity II – Searching information for the project

Time – 40 minutes

Aim: Searching on internet for information global problems of humankind

After dividing students in 6 groups, each group works on the assigned global problem. They search on internet for information about the assigned problem, based on items agreed in advance. They look for information that explains the following: cause of the problem, consequences, current situation, and proposal of solution. They create a file of information that they have to elaborate in an essay.

Activity III – Homework

Aim: Create a model of the assigned global problem

The condition is that it can not be a poster. The students create a model that demonstrates the problem together with the explaining essay. On the next lesson they will present the problem to their classmates. The students are informed that the lesson will be held in a non-traditional form of a UN assembly. UN deals with solving global problems and the students will present their problem and propose solutions to the classmates, who will assessment the proposals.

3rd and 4th lesson

Activity I – UN assembly

time – 45 minutes

Aim: present the global problems of humankind to the other groups together with a proposal for solution

Before the start of the lesson the class is arranged for the assembly. The title UN is written on the board, 4 school-desks are placed in front of the class near the board, on which the models of the global problems will be placed.

The teacher provides mentoring for the activity and moderates the presentations. Other school-banks are placed in a way that each student can see the board and the models in front of the class. The students, who do not present, have voting-wands that they will use during the presentations.

The rules are the following: each group has 10 minute to present the global problem and the proposal for solution. This is followed by a discussion in duration of 5 minutes. In the discussion the students ask questions, present comments and finally agree on the final standpoint and the decision on the problem. After the acceptance of a possible solution of the presented problem, the next problem is presented. The agreed solutions are written down on a paper and added to the explanatory essay that is attached to each model.

The best alternative is to hold the activity during joint lessons. We have implemented the activity during the lessons of ethics. As we wanted to spend enough time for each problem, we needed 2 lessons.

After the presentation of the global problems, we exhibited the models in the class and then in the hall of the school. To each model the description of the global problem and the proposed solution is attached.

4. Rethinking the Educational Practice (Reflection)

I consider the presented activities as a good example of mobilization of students within the formal education. With own activities and approach they participate in collecting information and they develop critical thinking through implementing the individual activities and solving problems. They learn to work in groups, during work they depend on each other, the final outcome is a results of a joint effort. Collaborative teaching provides opportunities for

developing many skills of students, like listen to each other, respect, division of work, cooperation, expressing own opinion.

The activities start with searching for the common in the class, later on we search for the common in the world. This way the students learn using their own things and experience the interconnection with different countries of the world.

The innovative element is the production of the models of global problems. To design them the students have to think about the most representative elements of the problem and then use their creativity to produce the model. The individual models are the central points of the presentations, they support the imagination of situations where they are presented or which they cause. Accepting some of the solutions of global problems the students become aware of their responsibility and caused of their daily behavior.

The main weakness is the division of the implementation to several lessons. The best solution would be to implement the project during 1 day, during a joint lesson, that would provide better opportunities to elaborate more on the global problems. Especially, as between the individual lessons we had also the school holidays, on the next lesson it was harder to follow-up on the previous activities.

To teachers who would like to implement the project, I recommend to adjust the activities according their needs and to the age of the target groups of students.

From my point of view the activities are playful and require a creative approach of students. From my experience I evaluate the project very positively. Students were surprised with their own results, especially when they have presented the global problem of their group.

The models of all global problems are exhibited in the school hall and every student of the school has access to them. As for the impact on the school, the project became an inspiration for the other students, as only posters are the results of many projects. The project draws attention to the global problems, which are often considered as not concerning us. The title of the project and the applied approach draw attention to the solutions of global problems also on the local levels.

#9 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#9 Course in environmental economics

(Estonia)



“My classroom plays sustainably”
“Optional subtitle in the national language”
SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education

Course in environmental economics

Teacher & Class

Helen Orav-Kotta 11A, 11B

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SCHOOL

Pirita Secondary School of Economics

Tallin, ESTONIA, May 17, 2017

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

In 1993, the Pirita High School of Economics (Pirita Majandusgiimaasium- PMG) opened up of a field of economics that since then has been developed into an integrated system of study. The subjects of the curriculum include entrepreneurship and marketing, microeconomics, macroeconomics, mathematical economics and the functioning of the European Union. The economy cannot function separate from nature and therefore the curriculum also integrates the natural environment into the studies. According to a survey conducted during the course of environmental economics, many students will see themselves working in the field of economics or as a head of a private company. It is expected that the companies related to environmental activities will increase their market share in the coming years and the secondary school students of today will be working in such environmental enterprises or start them. Starting from 2015/16 the course Environmental Economics that consisted of 35 lessons on economics, ecology and environmental protection was added to the curriculum. A theoretical base with practical tasks has been developed in the course of two academic years.

The theoretical part of the course included the topics of ecology, environmental protection, the ecological footprint, the Earth's environmental problems and their link to economic activities, environmental services, assessment of the natural environment, and environmental regulations affecting the economy.

The course consisted of a theoretical part as well as practical tasks such as reports, assessing the environment, and creating a business plan. Out of 35 lessons 23 consisted of theoretical material and 12 involved in-class practical tasks, respectively. In addition, the students prepared a report and a business plan as an extra-curricular activity.

The objectives of the course were to:

- Guide the students to look for answers by themselves.
- Guide the students to find connections between fields that are usually not jointly studied.
- Develop the students' value-attitudes.
- Teach the students to analyze the work of their fellow students.
- Create an environment where students are expected and encouraged to think independently, analyse, discuss, and express their opinions.
- Cooperate with the research scientists at the University of Tartu.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Helen Orav-Kotta - environmental economics teacher, senior researcher in marine biology at the University of Tartu.

Pille Unt- study program director at secondary level

A total of 43 students from classes of the year 11 participated in the course. On the basis of learning results the top 25 students have been presented for a contest:

Ahlberg, Robert; Alias, Georg-Henri; Eessaar, Egon; Elbre, Liina; Iives, Indrek; Jervson, Triin; Karp, Annette; Kasesalu, Karl-Albert; Kiiik, Silver; Kuldkepp, Riho Erik; Metste, Sandra; Magi, Bert; Olmaru, Oliver Volmer; Oolma, Mariell; Pikk, Kevin-Sander; Parnaste, Rain; Raun, Olaf; Rimmelgas, Janelin; Ritso, Janette; Tammaja, Kaido; Teras, Terje; Torim, Siim; Uik, Anete; Uus, Toomas Erik; Vellik, Karl Martin.

3.2 Educational Context

In-class activities on certain subject matters (i.e. lasting a few teaching hours)

Interdisciplinary extra-curricular school projects (lasting a few weeks or months) –

The course interrelates with in-depth subjects of economy, biology, mathematics and foreign languages as part of the school's curriculum.

Other: please, specify - The course of environmental economics as part of economics field of study in high school curriculum.

3.3 Learning Activities & Learning outcomes

The aim of the course was to encourage the students to express their opinion more regularly, ask questions from the teacher as well as their fellow students as well as to practice discussion and argumentation skills. During the course the teachers valued highly if students asked relevant questions and found out answers to these questions either independently or together with their fellow students. It was less important just to memorize the theoretical basis of the material. The consolidation of knowledge was mainly achieved through a process of finding connections.

Individual practical tasks performed by students were a key part of the course.

The students had to submit a **report** and prepare a **presentation** on the relationship of economic activities and the environment. The students were asked to select one of the topics proposed by the teacher or propose a topic of their own. They were free to cooperate on the reports with their fellow students.

The report had size and format requirements as well as minimum requirements for literature use. The students were asked to use at least 5 reference sources, including at least one foreign language source and one non-electronic source (in order to encourage the reading of paper books, journals, and literature in foreign languages). The topic had to be presented in a way that would interconnect the environment and the economy.

The reports had to be presented and defended in class. The listeners had to ask the presenter at least 5 questions on the topic. This way, everybody was always involved in the discussion.

Examples of the topics presented

Waste management and recycling

Fair trade in Estonia

Responsible enterprises

The ecological footprint of my family, and sustainability options

Environmental taxes

The effect of global warming on economic activities

Environmental problems of countries with large population

Electromagnetic waves- efficient goods and population health

A model of society, economy and the environment

Group work on ecosystem services and environmental assessment

Ecosystem services or environmental services are goods obtained from the natural environment that directly impact the well-being of humans and that can be consumed or used as a product or enjoyed as an emotional environment.

The values offered by the natural environment can be divided into utilitarian and nonutilitarian values. Utilitarian resources (e.g. apples, coal, fish, timber) can be processed and are used for direct physical consumption. Non-utilitarian values (e.g. the aesthetic value of a landscape or the value in existence of biological species) do not imply direct physical consumption and their price is not firmly established on the economic market. A starting business enterprise can provide non-utilitarian values as a service to make a profit or as an environment for promoting business. The students were asked to list as many different resources as they could come up with for these two categories.

Through the theoretical part of the course the students have learned the following:

- The meaning of natural resources, environmental resources, utilitarian and nonutilitarian values, the grouping of non-utilitarian values (general ecological, recreational, psychosocial, cultural-historical, educational, scientific, and aesthetic values, biological regulation) in the natural environment.
- How to assess values (economic loss, prevention costs, recovery costs, travel expenses, real estate prices, and replacement costs).
- The meaning of use-value and non-use value.
- The grouping of ecosystem services (supply services, regulatory services, cultural services, support services).

The students had to complete a practical task on the basis of theory previously learned in lessons.

The students were asked to choose a natural environment or a location that they relate to in some way, a natural, historic, or cultural location near the school or their house, a location they have traveled to, or a place that is a part of their families' everyday life, and make a report assessing and describing the goods and services provided by this location.

The task involved listing the ecosystem services of a specific location of choice and attempting to assess the price and value of goods and services provided by that location. When monetary value or market price could not be determined, estimated prices were used. In the case of a non-monetary value, a description of the value had to be provided.

The students were also asked to explain how these services could be used as a part of responsible economic activity.

Here is an example of a task involving Pirita Convent.

Pirita Convent

Services and goods provided by this location	The price or value of this service or good	Uses for responsible entrepreneurship
Historic monument	Tours in Pirita Convent, cost per participant: 5 €, source of income for the owner of Pirita Convent and the organizer of the tour. Used as a location for photography courses, cost per participant: 75€, source of income for the owner of Pirita Convent and the organizer of the course	History tours in Pirita Convent Photography courses
Concert venue	For example, concerts and plays generate revenue for the district of Pirita (1200 euros), the musician Tanel Padar (300 euros) and the tour promoter (1500 euros). The concerts provide an emotional value for the audience	Can be used as a value by an enterprise organizing venues in historic locations of natural beauty, and for relating the history and natural value of the location to visitors.
Location for activities organized by the Pirita Secondary of Economics	This special historic location can be used for school events.	
The old trees and cavities in the convent walls are used for nesting by birds.	The trees clean the city air, the abundance of birds keep away the pests that would negatively affect the surrounding apple gardens.	Birdwatching tours
Plenty of apple gardens	Large apple harvest	Selling of apples grown in home gardens for 2€/kg - a way for students to earn money for themselves.

Examples of environments selected for assessment by the students

Pirita beach

Kadriorg Park

The Old Town of Tallinn

Pirita Adventure Park

Pirita river

Mahe forest

Writing a business plan - working in groups, the students came up with economic activities and a fictional enterprise that earns income from the use environmental resources. The key concepts were environmental justice, sustainability, efficiency, responsibility, improving the

environment recycling, natural materials, "no-waste" production, equity and ecological economics, potential impact in Estonia, global impact, and innovation.

The business plans written by the students did not have to be as detailed as a real business plan, but had to meet its requirements in general. A sample business plan from Enterprise Estonia was used.

The students were asked to participate in the following task:

Let's say you're a CEO of an enterprise. The field of activity of the enterprise can be anything you choose: production, mediation, addition of value, or provision of services. However, the enterprise has to be responsible, environmentally friendly or supportive in its activities related to the natural environment. The task is to create a business plan for such an enterprise.

Since the objective was to create a theoretical business plan, the task was intended to encourage the students to think "outside the box" in business. The business plans did not have to be 100% feasible. The students were not required to do a complete market research, an assessment of real capability of technologies, and consider pricing. Also, the business plans could be further developed in economics class.

Example ideas for business plans

Production of fabric and leather-like material from recycled plastic bottles

Production of plastic components and parts of furniture from recycled materials

Production of single-use compostable tableware from algae

A mobile app for food recipes that enables to enter names of food products found at home, and returns meals that can be made from them. Benefits: reduces the amount of food thrown away.

Natural cosmetics beauty salon

Cottage-sized passive houses built from natural materials

Nature trips for children, tours for elementary school students

After completing the course, the students:

- Are aware and understand relationship between nature, society and economy.
- Know how recognize connections between substance and energy cycles and economic activity.
- Know how to assess the effect of economic decisions on the environment.
- Know how to differentiate between material and non-material environmental services.
- Have gained an understanding of environmental entrepreneurship.
- Have gained a broader perspective on economic environment and business activity.
- Have gained skills for active participation.
- Have developed courage to express their own opinions and ask questions.
- Have developed new value attitudes.

4. Rethinking the Educational Practice (Reflection)

The main advantages of the course are theory-based practical activities that are carried out right away. The students have a chance to put their theoretical knowledge into practice. With the knowledge gained from the course, the students are now more skilled at making connections and working individually.

Economic activity and the surrounding environment are interrelated. The course provided a basis for the students to make connections between economic activity and global and local resources as well as environmental problems, and a broader perspective on environmental opportunities.

The course created an environment where students could freely and easily ask questions, express opinions, present arguments and counter-arguments, and consolidate these skills.

Since this is a course of Pirita Secondary School of Economics and not part of national curriculum, the teachers had greater flexibility in arranging the subject and modifying it during the course, observing the students' reactions, and considering their needs and suggestions. By now the course has been carried out over the course of two academic years. In the second year the students asked for some more lessons involving individual tasks, presentations and reports, than was initially planned.

The course expanded and contributed to the economic field of study of the school. Potentially, there is a possibility to add a follow-up course.

The students reacted very well to the course. At the end of the course the students were asked to provide feedback. The students believed that:

The competences obtained from the subject will prove useful in the future, and that they now have a better understanding of economic activity beyond earning income.

The course provided different practical activities.

They were provided an opportunity for expressing their opinion, discussion, and asking questions.

They were able to memorize most of the topics discussed in class.

Our individual activities such as writing reports, assessing the environment, drawing up a basic business plan can be used in biology, geography and mathematics courses part of national curricula. The results need not be as detailed and related to theory as they were in our courses. Pirita Secondary School of Economics can provide practical guidance to other interested teachers for conducting similar activities in other schools.

#10 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#10 We are not aliens (Slovakia)





“My classroom plays sustainably”

**1st SAME WORLD European Contest
for Good Practices in Environmental Sustainability Education**

SUBMISSION FORM

WE ARE NOT ALIENS

Teacher & Class

Adela Stajníková, KVARTA

email

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SCHOOL

*Gymnázium M. Ráfusa, ul. J. Kollára 2, 96501 Žiar nad
Hronom*

In Žiar nad Hronom, on 20. 5. 2017

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

The main aim of the project „We are not aliens“ is that we are not aliens on the Earth, we live here together and we want to continue to live here, therefore we have to protect it. The project concerns all types of migration, including environmental migration, and also the theme of human rights. The method of SERVICE LEARNING is applied – we learn and at the same time we provide a service to others.

The main activities include visits in primary schools in which the students implement with the pupils activities related to the issue. The preparation lasts two weeks, during this time the students prepare the tools, materials, presentations, games to be used. The students write down the implemented activities in a textbook. The textbook is then provided to the involved schools. The activities were implemented in 5 schools with almost 500 pupils.

The activities involved also discussions. In the school the discussion with Mr. Albin Štroffek, from the dispatching centre of the Middle-Slovakia Energetics. The other discussion was organized in the Tee-House “Za rohom” with Mr. Baran about the theme “Why people migrate”. Mr. Baran offered a voluntary cooperation, when he learned about the activities of the students. The discussion in the Tee-House was open also for the public, anybody could join.

The final event - the final evaluation of the project and the award of most active students was the last activity of the project. Also directors of the all participating schools were invited.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Adela Stajníková – English, mathematics, physics

Renata Szviteková – English

Mária Wágnerová – informatics, mathematics, physics

Slavomír Jančík – informatics, mathematics, history

Zuzana Kohútová – Slovak, Russian history

Miroslava Debnárová – Slovak, civic education

Number of participating students:

KVARTA (all students) – 27

Students class SEXTA and III.B - 18

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: please, specify:

3.3 Learning Activities & Learning outcomes

The project WE ARE NOT ALIENS focuses on the theme of environmental migration and human rights. Many activities were implemented; we present only those dealing with environmental migration.

Activity

The phase of visits in kindergartens and schools started in Stará Kremnička. In this school the issue of environmental migration was presented.

During two weeks of preparation the students constructed the models, mini Earth-globes and have prepared the activities.

To explain the terms environmental migration and human rights the students have decided for presentations with color pictures that are attractive for the pupils. They were very willing to cooperate and engaged in all the prepared activities.

They have prepared four posts, so the pupils were divided in four groups that gradually changed on each post.

Post 1

Mini Earth-Globe

The task of pupils was to color the mini-globe and correctly place the continents. Subsequently they have discussed what the life of people on the individual continents is, what is different and what the same is. During the discussion they have discovered that people living in different parts of the Earth need the same things – love, food and health. In the next they discussed the issue of water, why drinking water is getting less and less, when there is so much blue color on the globe. They have identified the parts of the Earth with deserts and finally they discussed the question “What will happen with the Earth, if we do not stop to heat it”.

The other three posts were dealing with other types of migration and the issue of human rights. Besides all these activities they talked with pupils about reasons for migration, that not only wars cause migration, but also floods, droughts or shortage of food or drinking water.

Accompanying activities (outside the 4 basic posts):

- Together with the pupils in groups they invented poems on the subject "How we save the Earth";
- They have prepared a short quiz on waste separation;
- Fairy-tale – they have prepared a fairy-tale about Hansel and Gretel, who did not find any strawberries in the forest, only a factory and a hill of garbage. The fairy-tale was prepared as a ppt presentation;
- Global warming – presentation with lot of pictures, the pupils started to talk about the pictures, what they already knew, the student have only added some details;

Activity used in primary school in Trnavá Hora:

GIVE ME FIVE

- creating posters with the title: "We are not aliens"
- outlining the hand (writing down the name, typical characteristics, favorite things, favorite places ...)
- idea: like the hands on the paper are together, also the people have to keep together, there are no extraterrestrials on the Earth, we live here together and want to live further, so we have to protect the Earth!

Activity used in primary school in Jastrabá:

Decide!

Pupils were divided in groups, in which they decided together.

They had to draw 3 columns: acceptable / non-acceptable / I do not know. They lined up behavior of people against nature and environment. E.g. leave the charger in the socket after charging the mobile, flush the toilet with drinking water, burn dry leaves ...

In the following discussion they have together corrected and shifted the behavior that was not correctly determined.

Activity used in primary schools in Žiar nad Hronom: ZŠ on M. R. Štefánika street and ZŠ on Jilemnického street

The schools decided to hold the environmental education lesson in a form of a presentation with the title: „We heal the Earth together“, they have discussed mainly about the electricity savings and electronic waste.

Activity

The discussion with Mr. Albín Štroffek, from the dispatching centre of the Middle-Slovakia Energetics was organized in the class in our school. The discussed issues were Electricity in the households and What to do with electronic waste. The themes were selected by the students; they used the information during activities in the primary schools.

The discussion with the theme "Why people migrate" in the Tee-House was with Mr. Bran and was about different types of migrants. The discussion was moderated by two of our students, Mr. Baran was the main guest. Mr. Baran offered a voluntary cooperation, when he learned about the activities of the students. The discussion in the Tee-House was open also for the public, anybody could join.

4. Rethinking the Educational Practice (Reflection)

The whole project We are not Aliens and the methodology of Service Learning is very interesting and beneficial for the students. The not only master the curriculum taught at school, but they can also apply it in practice and help the community in which they live. It was very positive that the pupils were during activities very active, tried to be better and they reminded each other that "we are not aliens". They were and still are helpful to the community in understanding the existing problem. But 6 months are not enough for the pupils and youngsters, for the whole community, to understand that we need to change our behavior. Therefore our students have more goals.

One of the themes helped to work with information, they acquired skills in cooperation, communication, featuring, discussion, preparing presentations, they acquired knowledge not only from physics, geography and history, but also financial management, when they have prepared the financial budget for the activities. They have become aware about the importance to protect the place where we live.

In this form of education on the selected theme not only our students were involved, but also almost 500 pupils from primary schools, who have transferred the experience and knowledge into their families, so the issue is disseminated and larger number of people become aware.

We wrote down the activities that we implemented in schools in a textbook of activities. We gave the textbook (on both themes – migration and human rights) to schools, with which we cooperated. We can evaluate this part of the project as successful. Directors of the schools received the work of student positively and were interested in further meetings and cooperation with our students.

The educational method is innovative, the teachers of different subjects cooperate and adjust the curriculum of their subjects to the selected theme, the students work in groups and are active, they learn and at the same time they work for the community.

We have selected the educational methodology of Service Learning, but the students have themselves selected the theme of Migration. This was one of the main reasons of their active involvement. Teachers just suggested broadening the theme to all different types of migration.

Other teachers can use the activity by asking their students to select an environmental problem (teacher can also suggest) a to find out what service the community needs, e.g. build a solar shower at the football stadium or produce baskets for waste separation in a form of fairytale characters who eat only one type of "food" (i.e. waste type), which the children in kindergartens will feed and this way learn to separate waste. The teacher is an advisor for the students.

#11 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#11 Urban school garden

(Slovenia)



“My classroom plays sustainably”
SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education

Urban school garden

Teacher & Class

Darja Silan, Gimnazija Jožeta Plečnika

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SCHOOL

Gimnazija Jožeta Plečnika

PLACE, DATE

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

From March to June of 2015, a small terrace located on the roof of a high school building (Gimnazija Jožeta Plečnika) in the city centre of Ljubljana, was occupied for the purpose of making an urban school garden, that later turned into a veritable open air class room. The green garden measuring 50 m² saw its first seeds and saplings – including various herbs, aromatic plants, produce, berries, and some decorative plants – sown/planted by students observing the principles of eco-friendly gardening and permaculture. The garden is a collaborative effort between an educational facility, aspiring green businesses, urban planners, and individuals offering to support the pilot project, which is part of our “Eco school” program (“Ekošola”), which is being implemented within the school curriculum.

The stages of development, maintenance and research activities are designed to facilitate a pedagogical process of raising the students’ awareness of sustainable development, and aim to contribute to a marked decrease in global warming and CO₂ emissions.

The students took part in all stages of the project: planning and constructing the garden, sowing the seeds, as well as maintaining it regularly. The garden is used as a means to raise awareness among the students of the environmental problems; it encourages them to engage in community work, to develop communication skills, thereby learning to be responsible to themselves, to others, and to nature - all of which are also the main global aims of the project.

Our urban garden has now inspired other school gardens in the city. And the good pedagogical experience has prompted us to renovate another place in the second rooftop terrace of our school building.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Darja Silan, other teachers + students + external experts

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: please, specify

3.3 Learning Activities & Learning outcomes

The garden is designed to teach students about urban gardening, sustainable development, and permaculture throughout the school year.

The garden also provides a micro ecosystem enabling the students to track and collect biological, chemical, and physiological processes/samples by using portable laboratory equipment (Vernier, Ecolab, Aquamerck...).

The planting plan is adjusted to the site requirements and rules of urban planting, adherence to which enables frugal maintenance. Due to height exposure on the terrace, the bigger plants that are used are of the shrub varieties, resistant to adverse weather conditions, especially to harsh winters, summer heat waves, increased solar radiation, gasses, dust, wind, chemicals, etc. The chosen plants also do not produce toxic fruits or leaves, and are thorn free.

The herb, vegetable, and plant garden was designed according to permaculture principles; the choice of the growing medium and the selection of plants are based on ecological principles and functional connections present in a natural ecosystem. This involves companion planting (good and bad neighbours), which enables plants to benefit one other through their mutual exposure to different synergistic excretions, which ward off pests and diseases, help their fruits to mature, and encourage plant growth and development.

The permaculture principle is used as an effective and appealing teaching tool. The garden is used as a means to raise awareness among the students of the environmental problems; it encourages them to engage in community work, to develop their communication skills, thereby learning to be responsible to themselves, to others, and to nature.

The project relies on the use of ICT, which includes recording and publishing the content on via school website and some media outlets.

A film about the making of the garden is available on the school web site (<https://www.youtube.com/watch?v=5MqBuQdgygo&feature=youtu.be>)

Together with second year students we have conducted a research titled "Automatic irrigation system" (Avtomatski namakalni sistem). MARŠIČ, Rok. VERDNIK, Marko. ZALOŽNIK, Tim. Ljubljana, GJP, 2016.

Still in the making is a research paper on the composition of the growing medium in the outdoor potted plants (in cooperation with the Department of Pedology and Nature Conservation at the Biotechnical Faculty in Ljubljana)

The project will allow us to gain some relevant reference points, which will benefit our schools' status and membership.

4. Rethinking the Educational Practice (Reflection)

The idea of creating an urban garden on the rooftop of our school building arose from the fact that our school is located in the very centre of the city, and does not have any adjoining ground. Despite it being a small garden, it contains all the elements present in a larger one.

It is important to note that the students were included in the planning process from the get go, and that they contribute to the management of the garden by expressing their views and solutions, gradually becoming accustomed to observing and critical thinking, which are key for maintaining the garden in the future.

Our school garden has become a classroom of nature in an urban setting, helping us understand the basics of gardening, teaching us about seeds, indigenous vegetable species, urban beekeeping ...

Similar rooftop urban gardens springing up on top of big buildings have become a huge trend in recent development, because they contribute to a cleaner environment, on many levels buffering the impacts of the urban activities on human beings thus helping us connect with nature and with one another.

The garden also provides students with important opportunities to learn about the basics of food self-sufficiency, which is a topic stressed in the environmental education section of the curriculum for high schools. Each class of students must engage in practical classes in the school urban garden for at least one school hour per year. Thus the theoretical part of different subjects relating to natural sciences is complemented by the practical part, which involves observing and measuring different parameters in the garden.

Students benefit from observing outside the classroom the different phenomena present in the urban ecosystem in relation to the environmental impacts of human activities.

Teachers have decided that the school garden must be the reason for the excitement pervading the school halls, affecting the employees as well as the students, who have dubbed it "our garden". They enjoy taking part in creating and arranging activities; most of them have never worked with soil and plants before. The school gardening project, which involves observing how nature is developing and changing before one's own eyes, and learning outdoors in a green classroom, has been successfully included in many pedagogical activities in the previous school year. Connecting theory with a practical implementation the project certainly gives teaching a new depth of meaning.

The vegetable and plant garden is based on permaculture principles, which determine what growing medium to use and how to make a selection of plants that will reflect the functional relations within a natural ecosystem; all the while applying ecological principles. To counter difficult conditions during the summer, we have implemented an irrigation system, a product of a research assignment embarked upon by three students.

The students participate in activities involved in the project management, technical support, and research. The smaller terrace has become a "green laboratory" of sorts, whereas the big terrace provides space for many other activities be it pedagogical or social.

Our experience with the community garden has been all but positive. In addition, our garden has had a profound aesthetic impact on our learning environment.

#12 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#12 Borders are only in people's mind

(Hungary)



“My classroom plays sustainably”

**SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education**

Borders are only in people’s mind

Zoltán Sallai, 9.d class

Teacher, Class

szolizoli@gmail.com

email

Ady Endre Secondary School

school

Budapest, 2017.

PLACE, DATE

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

The main topics were the following:

- climate change, migration, climate refugees
- solidarity, empathy, humanity
- tolerance

The activities were focused on these:

- discussion, role play and acquiring information on the main topics (climate change and migration, climate refugees).
- discussing dilemmas, questions around the issues

The objectives of the activity were to raise awareness about the issue of climate change and related social consequences such as migration, to understand human stories from crisis situations and empathize with them.

The methodology was based on drama education methods and nonformal education.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Teacher: Zoltán Sallai (ethics, drama)

Participating students: part of the class of 9.d (16 students).

In one of the lessons, a girl with down syndrome also participated (as part of integrated learning).

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: please, specify

3.3 Learning Activities & Learning outcomes

The activity took 3 lessons, and it consisted of an introduction to the topic, and 2 drama classes on climate change and migration. This is one of the most actual and burning issues, also touches

human rights issues, and it is not really covered on general lessons, so we thought it is important to discuss and work on it. We used drama pedagogy to motivate the students and to bring the issue closer to students. Students were motivated to participate and enjoyed the classes. We touched human values such as trust, solidarity, empathy, tolerance.

Introduction

Creating context. A selection of photos and quotations connected to the issue, discussion of the issues and giving basic introductory information (what is climate change, which parts of the world are affected, what are the main reasons why people have to leave their countries, who are the climate refugees etc)

Drama lessons

1. lesson – Leaving home

What does home mean to you?

Stories of climate catastrophes

2. lesson – Escaping and fears

Alarm: you should leave your city in 1 hour, as it is flooded. What would you bring with you? Work in small groups, as families who have to flee the city. Decisions have to be made in groups.

Closing: discussion about fear, fear from the unknown. Reading of two peer essays on refugees.

4. Rethinking the Educational Practice (Reflection)

It turned out to be a good practice as it used drama pedagogy as method, and we discussed general human rights issues with the students. It was also an advantage that we involved other students with disability in the common work. Drama pedagogy develops critical thinking and allows getting to know different points of views.

The activity developed different skills and competences, more importantly critical thinking. It helped to think over and analyze decision situations /dilemma / problems from different points of views, to accept people different from us, to learn about climate migration and to be more tolerant and empathic.

The topic of migration, fleeing from the home country and hosting others raise the questions of human rights. What would happen if there was a natural catastrophe here, in our country? The aim was also to talk about fears and fear from the other as well as getting to know the other. Open-mindedness, curiosity to the world and accepting cultures are important.

The frames of the 45 minutes per lesson was a challenge, as it is risky if we can continue the process in a week. Integrated classes work well, it was a good thing for the class to meet another young people with disability.

#13 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#13 Migration in three years (Italy)





“My classroom plays sustainably”

SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education

Migration in three years

Teacher & Class

Ombretta Vincenzi

Mariacristina Gisarella

Class 3D

email

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SCHOOL

Istituto Comprensivo Induno Olona “Bruno Passerini”

Induno Olona (VA) – email: vaic81300b@istruzione.it

<http://www.icinduno.gov.it/>

PLACE, DATE

Varese, 18/05/2017

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

We include our students in the Environmental Sustainability programme, which is already underway in our school ("LA Nostra Scuola per l'Energia Sostenibile, dal 2007/2008" -Our School for Sustainable Energy, 2007/2008; Piano Integrato Transfrontaliero – PIT ITALIA- SVIZZERA, 2001/12), when they are in first grade. Students take part in actions which have been strengthened and enriched over the years: guided tours of the area, interactive exhibitions, and travelling shows. The Town Council and several local grassroot associations are also involved (Energiadi Social ICE-2016) and workshops on Climate Change and Environmental Justice are organised.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Teachers:

Vincenzi Ombretta, Teacher of Mathematics, Environmental Education

Gisarella Mariacristina, Special Education and Arts and Technology Teacher

Students of 3D Class:

1. Abou Hawach Adnan
2. Baccara Mariam
3. Bazzali Matteo
4. Bernasconi Laura
5. Bozzi Elisa
6. Ciccimarra Samuel
7. Crugnola Nadine
8. Del Greco Sofia
9. Latella Elisa
10. Maculan Luca
11. Marchetta Nicolò
12. Ndoci Noemi
13. Petrillo Filippo
14. Piantadosi Alessandro
15. Pliskovaz Rebecca
16. Secco Gino

17. Tosi Giulia
18. Tremontani Lucilla
19. Villa Elisa
20. Vittorio Filippo
21. Zanon Filippo

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: please, specify

3.3 Learning Activities & Learning outcomes

In the three years of lower secondary school, students are guided towards the adoption of virtuous lifestyles. Some of them take turns in reading the school's energy counter, in order to monitor energy consumption and the production of CO₂; students also monitor waste production. The common goal is to REDUCE CO₂ consumption, following a previously shared and implemented PROTOCOL. At the beginning of the year, assemblies, welcoming initiatives, local guided tours (Re Mida – Gavirate; L'azienda Agricola Sociale Biodinamica La Monda – Arcisate), and charity initiatives (Banco "Non solo pane", in March of each year) help bring about in students an awareness of what sustainable behaviours are; such awareness gradually increases over time. The experience "ENERGIADI 2016" – 8 – 9 April 2016" involves all the students in a synergic action: the production of "CLEAN" electric energy through Bike Energy Systems. Several local grassroot associations are involved in a "social" contest (see video on the school's website). Students also benefit from important opportunities for shared reflection, such as "Cose (in) UTILI day" (*Useless Things Day*), a visit to the Re-Use Centre – the Centre, the only one in the Ceresio Valley, is located very close to the school and was inaugurated last June – active participation in programmes such as "ECO-CICERONI" (eco-guides) during the Interactive Travelling Show "Ri Come" and other best practices such as Eco-MERENDA (Eco-Snack) on the World Food Day (16/10/2016) and reflections on FOOD WASTE (05/02/2017). At the end of the school year, third-year students about to complete lower secondary school have the opportunity to put into practice their beliefs through significant role-plays (the continent game, the resource game, the domino game...).

Finally, they create a web page and an animated video on smart energy consumption, climate change, and environmental justice. Students are guided to working on what this experience has meant to them in terms of promotion of Active Citizenship; they are also encouraged to understand the role of human communities in the broader system, the finite character of resources and unequal access to them, thus encouraging them to adopt responsible lifestyles and a responsible use of resources, through the development of their sense of responsibility. Such goals are achieved through the measurement of daily energy consumption, the weighing of recycled waste and the activity as guides in the travelling show "Ri Come". Students are encouraged to ask questions and question themselves, finding original solutions through the designing of strategies aimed at eliminating weaknesses and underlining strengths. Thanks to a

workshop approach, dialogue and personal reflection on one's work are encouraged. The workshop involves all students into thinking – making- assessing the shared activities carried out both at school and outside, thus promoting the local community as a learning resource. Guided tours (Re Mida, La Monda), charity initiatives (Energiadi, Banco di solidarietà), role-plays are all effective actions, since they are directly and immediately implemented. Direct experience on the field (energy consumption measurement, weighing, guided tours as eco-guides) allows students to "put into practice" their skills and "understand" the actual importance of sustainable behaviours. The initial motivation springs from a strong desire to start a stimulating experience, which is to be shared with other students, the local, national, and, partly, international community. The intermediate steps of the action are the welcoming of first-year students in September of each year, the first-year Assembly where students take on the roles which have been assigned to them within the framework of the project. These have always been important opportunities for debate and strengths of the project, together with the election of the RiciLuce Guardians (the students responsible for recycling and energy consumption) during the Class Meeting in October. Simple, everyday actions such as switching off the lights when they are not needed and monitoring the differentiation of waste produced by the school community have a common, shared goal: reducing energy consumption and, therefore, CO₂ emissions. The class, together with a group of Bulgarian students, created a web page entitled "Climate change, new heavens and new hearth. A cry for justice", which was entirely translated into English.

In their three years at school, the students of the 3D class were actively and personally involved, thus experimenting their creativity on the field and developing their awareness of virtuous lifestyles. This helped improving the knowledge and dissemination of increasingly sustainable practices and fight social inequalities. The students have worked together on an online kit, to be made available to the public in order to improve awareness of the impact our everyday actions have on the poorest countries of the Global South and bring about a sense of respect towards different areas of the world and the communities living in them.

The pollution of air, oceans, soil is destroying our planet. Economic growth is too uneven, creating inequality both between different countries and different areas of the same country. Getting to know about our ecological footprint and acting to reduce it, understanding the strong social inequality, caring about water as a precious asset, avoiding to waste food...these activities were food for thought and opportunities for reflection for both Bulgarian and Italian students involved in this sustainability project.

Here you can find a link to the web page: <https://sustainableconsumers.wordpress.com>

4. Rethinking the Educational Practice (Reflection)

A lot of determination, the constant involvement of students and their families and of the school staff (janitors and clerical staff included) and of the Town Council have been the secret ingredients of the action's success. It is important to closely monitor students at the beginning, then gradually trust their improved sense of responsibility. At the end of the project, their enthusiasm will surprise you!

The responsible use of energy at school is aimed at the awarding of the "GREEN SCHOOL" certificate for the third consecutive year; it has had a positive impact on the students' families and the local community at large.

#14 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#14 Fort Pius urban garden --- (Spain)



“My classroom plays sustainably”
SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education

FORT PIUS URBAN GARDEN

Teacher & Class

MERCÈ GIL, 3rd D

email

mgil8@xtec.cat

SCHOOL

INSTITUT FORT PIUS (BARCELONA)

From January 24th to March 28th, 2017, every Tuesday from 15:30 to 17h. Barcelona.

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

A learning-service project in Fort Pius community urban garden (Barcelona) with students of 3rd Secondary School. This space is self-managed by the neighbours. Every Tuesday neighbours and students met there. There, the young learn notions of how to sow, the kind of vegetables, how to prepare seeds, the calendar, prepare compost and so. At the same time, the students collaborate and help with the tasks.

The project links environmental content (the importance of urban agriculture, diversity of crops, food waste...) with global food justice. This also helps to know environmental engaged community movements and who work in the same neighbourhood.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Teacher: Mercè Gil

Group of students: Daniela Apodaca, Jolanny Grullón, Víctor Caballero, Tiare Nolla, José Miguel Espinoza, Salma Maadi, Deyvis Vásquez, Diego Mejía, Elvis Rochttis, Pablo Contreras, Kevin Zambrana, Jon Iglesias, Nora El Bakali, Angel Moreno, Iván Bonachera, Cristian Lama, Angela Zheng, Iker Gallego.

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: please, specify

3.3 Learning Activities & Learning outcomes

Interdisciplinary project, inside Technology class, but we work also social competences and citizenship, learning and interaction with the physic world, autonomy and personal initiative, mathematics, arts and culture, language, information treatment and digital skills.

Activities in the class:

- Introduction to the urban garden of Fort Pius (origin, historic evolution, actual functions, objectives, participants, open activities...)
- Introduction to the sense and utility of community urban gardens (social and environmental benefits, sustainability, link to the local production of food and the environmental justice).
- Introduction to the skill of how to cultivate a garden (season cycles, security norms, tools...)
- Comment of each session developed in the garden, self-evaluation of the learning and attitude.
- Each week, a student is charged of writing notes about everything done in the garden, and another one takes photos. These roles change every week. They take photos of every plant and later -in the class- they classify them for the project "Natusfera" of the Autonomous University of Barcelona (UAB).
- Every week the students publish a post in the Environmental blog of our school (www.mediambientfortpius.blogspot.com) talking about the last session in the garden (what they did and learned, etc.) with photos and videos.

Outdoor activities (in the urban garden):

- Presentation of the students and neighbours, learning of how to use the tools, compost, preparing the land, seeds, making of scarecrows with recycled materials, pruning, preparing aromatic slips, irrigation, elimination of some plants... The tasks are voluntary, but with rotation because all the students can participate in everything.
- Recording a video posted in Youtube ("La huerta de Iván" channel).
- Last day: meeting of evaluation and self-evaluation with all the participants, students and neighbours.

Results:

- Students have learned about an environmental justice experience in their neighbourhood, opened to participate beyond the scholar schedule, and they can develop a critical thinking linked to the local production of food and global food justice. They worked also notions of citizenship participation and environmental and social values (solidarity, mutual help, cooperation, sustainability).

4. Rethinking the Educational Practice (Reflection)

We think that is a good practice because it integrates significant learning elements with practical and active learning beyond the theoretical content that we can work at class. It also helps the communication between different actors that participate in the activities, generating links of solidarity, empathy and understanding between them. It also allows to show the work of the students at the Environmental's blog and other communication channels.

-Innovative aspects: we can find the learning-service as an innovator strategy because the students can be in touch with real collectives, in this case an alternative and disadvantaged group, creating empathy and developing values of mutual help and solidarity.

-Social goals: learning concepts related to Technology and Environmental in outdoors activities and in a real context.

-Strong points: it links the students with the neighbours, with a green space, with practices related to healthy habits.

-Weaknesses point: We haven't budget to buy materials and tools that can be more useful. Neighbours had bring their own tools and our centre bought only gloves for the students, nothing else.

-Recommendation for other teachers: we alert to the pedagogical possibilities around you. You can create an urban garden or participate in them, you can motivate your students to identify the needs around them and to find ideas to improve it.

-Impact in the students: they have learned new forms of organization; get in touch with people who transmitted them values for the respect of the environment; involved in the construction of the urban garden of our institute, helping the students of 1st course to improve it; discovering of food that they didn't know before; critical thinking about food waste.

-Impact in the centre: identify the urban garden in the neighbourhood (it was the first time we did it), and some parents has also approached to this garden to participate in it; showing this practice it has grown the interest for cultivating vegetables and interchange seeds.

-Impact in the community: the neighbours really liked the student's attitude and they value very positively the experience and they want to do it again in the next course. There are students that go to the garden some times to talk with them and when they meet in the streets they can speak friendly. So the project has generated links of mutual understanding.

#15 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#15 A small step for a man, a
giant smile for mankind

(Slovenia)



“My classroom plays sustainably”
“Optional subtitle in the national language”
SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education

A small step for a man, a giant smile for mankind

Teacher & Class

Bernardka Avsenik, Alenka Fajfar Gnezda

grade 7-9 (12-15 years)

email

Bernarda.avsenik1@guest.arnes.si

SCHOOL

OŠ Bičevje, Ljubljana, Slovenia

PLACE, DATE

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

Together with my colleague we proposed to a group of pupils that they use an innovative approach – one that would most resonate with the youth – in addressing global issues, in order to find a way to raise awareness among the locals as well as general public, and to draw people's attention to the problem areas that require more active involvement from individuals, while also giving those individuals the motivation to make the first or the next step toward active participation. We agreed that we would make an educational film on raising awareness about different aspects of sustainable development and human rights, which teachers might use during their lessons or in other settings either partially or in entirety. The content of the film involves children's thoughts on burning global issues (children's rights, human rights, sustainable development, multiculturalism, and migration), and their insights on how our own attitude, views, and activities influence children and young people. The main idea was to encourage children to think about individuals from their own environment who have in any way selflessly offered to help others free of charge or who have engaged in environmental activism, contributing to sustainable development. They would then invite their role models to take part in the film, the red line of which would be the overlapping life stories of children and adults, which reflect their dedication as active citizens striving to improve the quality of interpersonal relationships in order to create a more tolerant, multicultural society.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Bernardka Avsenik, Alenka Fajfar Gnezda + 11 pupils

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: please, specify

3.3 Learning Activities & Learning outcomes

We started off by writing a script. Me and my colleague (acting as mentors) suggested a movie framework that we could build upon. The main idea was to encourage children to think about individuals from their own environment who have in any way selflessly helped others free of charge or who have engaged in environmental activism, contributing to sustainable development. They would then invite their role models to take part in the movie, the red line of which would be the overlapping life stories of children and adults, which reflect their dedication as active citizens striving to improve the quality of interpersonal relationships in order to create a more tolerant, multicultural society.

The activities revolve around the dynamics of collective thinking about modern society and its ailments, as well as on writing a script that would facilitate the children's attempts to present burning global issues and suggest practical solutions stemming from their own active participation. Furthermore, the activities demand active involvement of the participants, exchange of experience, and their involvement in an intense learning process of filmmaking as well as elicit their persistence in bringing the project to completion. Further list of activities includes informing the local and the general public, marketing, organizing film screenings in theatres, cinemas, and film festivals at home and abroad as well as screenings within a more intimate circle of relatives, friends, acquaintances and co-workers. We also appealed to some sponsors in order to organize a celebratory trip for the children who took part in the making of the film; their participation as active global citizens in the area of human rights advocacy would be awarded with a trip to the European parliament. We looked for a sponsor that would help us finance the film promotion at foreign events. The final product, a 43 minute long feature film, which may supplement or substitute a regular lesson, provides teachers with an insight into current global problems and possible solutions to those problems. It is a remarkable pedagogical tool used as an extra help during the lessons by primary and secondary school teachers aiming to raise their pupils' awareness of the Millennium goals. It can also be used in public screenings, video on demand, or within a private circles of friends and acquaintances. Furthermore, it may be used as a means to promote Slovenia with respect to its strategy for implementing the 2030 Sustainable development agenda at various other occasions, such as ceremonial events, visits of foreign nationals or during pertinent round table discussions.

The film encourages children to critically yet constructively approach many problems facing mankind today and to share their opinion that each of us – regardless of our age, material or social status – can contribute to a society of tolerance and welfare for all. The documentary on sustainable development and human rights titled "A Small Step for a Man, a Giant Smile for Mankind" (the original Slovenian title: "Majhen korak za človeka, velik nasmeh za človeštvo") has received several international movie awards in the past few months, including one for best feature film on human rights, tolerance, humanitarianism, and education, and for best foreign language film.

4. Rethinking the Educational Practice (Reflection)

A good teaching practice such as using multimedia elicits a pupil's interest and work motivation, because it offers a very immediate experience. Pupils, who easily spend hours engaging in this activity, even outside school hours or during the weekend, often initiate the activity themselves. The possibility of competing in youth film festivals is another bonus, as it is a chance for them to win the praise of others. Moreover, it means a great deal to them to be able to get their message across in this way to viewers who share their concerns, to be heard, and to make their own contribution to a better and more tolerant society through raising awareness. Its impact lies

within the fact that it can be screened in many different countries of the world, reaching a mass of people. Those interested in the film (teachers, social workers, governmental and non-governmental organizations, individuals) may easily use it, screen it, or follow it up with a discussion or a workshop. Since the film features pupils it may inspire other pupils to make their own films, and thus complete the circle.

Pupils learned about responsibility, camera operating techniques, film editing techniques, script writing, tailoring the audio visual production to the requirements of the school environment and beyond. They also learned about team work, adaptability, goal setting, planning and ingenuity.

The subject matter dealt with is very relevant on the local as well as the global scale, as it addresses some of the burning global issues, and offering some solutions in a non-invasive manner. Using this innovative approach enables us to place the pupils in the centre of the activity; the entire learning process happens within the pupils themselves; the mentors help to facilitate this process by coordinating, encouraging, correcting and directing it. Moreover, the inventive script connects the children and the adults, successfully revealing aspects of both.

Working with pupils in this way, which does not enforce rote learning present in frontal teaching, encourages them to create, criticize and make sense of their own work. The intention of the filmmakers is raising the viewers' awareness, but pupils start by raising their own awareness first, which is what occurs during the filmmaking.

We were motivated by a very different way of school work and by the possibility to raise awareness among pupils via this learning process, and also the opportunity to raise awareness among the wider international community.

The work method proved very successful, as it motivated the pupils to create on the one hand, and on the other hand enabled the teachers to use a modern approach in implementing new competences, which made both the pupils and the teachers to see "outside the box". The end result differs greatly from established teaching practices, which fall short in terms of the effects of their own system of rewards and praise on pupils motivation. As progress relies on new experience and experimental learning, subsequent films will only add to the creative process involved and improve the organization of work.

#16 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#16 Modern agriculture facing the conflict between economic efficiency and sustainability

(Germany)



“My classroom plays sustainable”

SAME WORLD European Contest for Good Practices in Environmental Education

Modern agriculture facing the conflict between

economic efficiency and sustainability

Micheal Walde & Class 7 to 10

MichealWalde@gmx.de

Sorbische Oberschule Ralbitz

(Sorbian Secondary School Ralbitz)

Ralbitz, 15.05.2017

1. Topic(s)

- Environmental justice
- Climate change
- Environmental migration

2. Abstract

The project was conducted over the school year 2015/16 with students of the UNESCO project group. During the preparation all written material was developed. This was the first phase of the project. The main focal points of the research were among others the sustainable use of natural resources, but also topics related to climate and environment protection. In the second phase agricultural production plants were visited. In the third phase (fieldwork with excursions and soil samplings) we carried out a joint project with the Paul-Robeson-Oberschule from Leipzig. Students from Leipzig spent a weekend in Ralbitz, thus experiencing practically the interconnected UNESCO project. Within the project, it was succeeded to compare different agricultural production methods with each other. These were tested for their future viability (sustainability). Furthermore comprehensive data material was developed, which is now also used in class.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Ralbitz

Teachers: Michael Walde, Michael Werner, Christopf Wenk

Students: Claudia Schierack, Alena Belkot, Jakob Krahl, Davinia Bresan,
Juliana Robel, Christiana Wocko, Rebecca Lippitsch, Denise
Mikwauschk, Dominik Scholze, Julian Rehor, Letizia Frenzel

Leipzig

Teacher: Marion Richter

Students: 10 students of the UNESCO project group from Leipzig

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
 - Research on modern agriculture
 - Development of a questionnaire for farmers
 - Creating presentations about agriculture and cycles of material
 - Presentation of the results at the open house day
 - Analysis of the production methods through a self-created point table
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)

- Excursions to farmers with livestock farming
- Comparison and evaluation of the intermediate results together with the farmers

Other: please, specify

Visitation of the Leipziger student group and joint fieldwork. In a joint weekend the theoretical and practical contents of the project were delved into. Whereby the days spent together had the for UNESCO-schools typical camp flair. During the traditional maypole throwing the pupils from Leipzig were - as a positive side effect - also able to get to know the Sorbian language and culture.

Across classes, we were practicing a variety of methods, which made it possible to work in different social forms such as single person working, partner work or group work. This had positive effects on the students social competences. The older students shared their experiences with the younger ones. Through this all students could benefit from the skills and the knowledge everyone was contributing.

Additionally, those parents of our students who themselves are farmers and participated in the project became active.

3.3 Learning Activities & Learning outcomes

- Extensive internet research about today's agriculture
- Development of basic knowledge about material cycles in nature
- Analysis of stereotypes in agriculture
- creation of text files, spreadsheets and Power-Point presentations
- In class presentations of the intermediate results in Dresden and Leipzig (UNESCO project days)
- Working with extra-curricular partners
- Strengthening of social competences
- Interdisciplinary project (Chemistry, Biology, German, Sorbian, Informatics and Economy-Technology-Budgeting)
- Improving language skills (student's presentation were held publicly in two languages, whereby some presentations were held in two languages simultaneously)

4. Rethinking the Educational Practice (Reflection)

As a result of the project a large amount of digital teaching material was developed. The novelty of this project lies in the intensive collaboration with agricultural production plants. Furthermore an intensive networking between two UNESCO project schools was established. Being a school in the rural area, the topic was offering itself and besides it fitted in very good way into the UNESCO work of the school. Thereby the active participation of the farmers was a great support, because they were presenting their production methods very openly.

Of course there is always an issue with the transportation of the students. This only worked out through the extensive help of the teaching staff.

During this school year we will extend the project with the farmers by adding the question of how agriculture is impacting on climate.

#17 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#17 Center for excellence in the field of natural science and ecology

(Bulgaria)





“My classroom plays sustainably”

**SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education**

Center for excellence in the field of natural science and ecology

Teacher & Class

Anton Sotirov, Rossitza Vezenkova, Lublyana Natcheva

email

sotirov_anton@hotmail.com

SCHOOL

***NATIONAL GYMNASIUM OF NATURAL SCIENCE AND
MATHEMATICS***

“Prof. EMANYIL IVANOV”

in partnership with CLUB “VANGUARD”

17.05.2017

Kyustendil

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

The Center for High Achievements is focused on innovative, advanced scientific methods and measures that are able to make the scientific and technological career more attractive for young people also activities that address challenges and offering a perspective for long-term professional career. Educational resources with opened access for all students and their involvements into a scientific working environment make a link between work and science and recognize the significance of gender equality and practical value of moral code, integration and equality between people. Educational methods are integrative, digital, innovative, multidisciplinary, peer education, group (big groups - classes), (small groups - teams) and individuals. Different scientific methods and approaches are used as direct observation of environment in situ, distance methods, also geographical optic and microscopic methods, expositions, photographic, bibliographic, spectroscopic and photometric and etc.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Teachers: Anton Sotirov, Rositza Vezenkova, Lyblyana Nacheva
Number of school students: 112 from 5 to 12 classes

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
Biology and Human and Nature
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
Project "Schools of the Future" supported by Foundation "America for Bulgaria"
Project "Environmental monitoring of River Dragovishtitsa" at the Bulgarian Economic Forum - Sofia, financially supported by the Financial Mechanism of the European Economic Area.
- Other: please, specify
Ecological practices of Association Club "Vanguard" – Kystendil

3.3 Learning Activities & Learning outcomes

The activities are: training of school students in class, in laboratory and among nature – in **situ** on field study. Conducting observations of nature and training in descriptive science. Conducting

of training on in analytical science - processing of databases, including computer programs. Writing of essays, papers, publications, monographs, projects, etc. Attendance in scientific events - conferences, forums, seminars, trainings, competitions, competitions and Olympiads in Bulgaria and abroad.

Some achievements over the past three years:

- 1st place in National Contest for Natural Sciences and Environment - Chemistry and Environment
- First place National Contest "Young Talents" - Natural Sciences and Environment
- First place, Gold Medal - Laureate of the National Olympiad in Physics.
- Second place International Forum "Green Planet" - Environment
- Second prize Spring National Physics Contest.
- Third Place National Contest "Young Inventors" - Physics and Environment
- Third Place National Contest "The cosmos-present and future of mankind" - physics and environmental
- Fourth International Olympiad in Biology at IBO, Aarhus, Denmark
- Fourth place at the national contest "Cosmic waste - from the issue to the solution" of EcoMax, Varna, 2017
- * ASU Walton Sustainable Solutions Special Prize and Ranking for Arizona State University in the "Science and Innovation Fair"
- * Special prize National photo contest "Light Phenomena in Nature"
- * Special Prize, Essay Contest "Chemistry, Materials, Metallurgy"
- * Representative of Bulgaria at the EUCYS Young European Scientist Contest in Milan
- * Member of the Bulgarian Olympic Team in Biology
- * Children enrolled in the book "The Successful Children of Bulgaria for 2015, 2016, 2017" by the Dimitar Berbatov Foundation
- * Students have their own scientific publications, reports and projects, inventions, participation in national and international projects.
- * Fellows of Bulgarian and international foundations.

4. Rethinking the Educational Practice (Reflection)

Please, reflect on your educational practice, learning process and outcomes. It would be useful if your reflection could answer some critical questions, such as:

- **Why is this good practice?**
Acquiring of practical knowledge and skills, the students in practice acquire real skills in the profession of ecologist technician, which is valuable for students from ordinary high schools.
- **Which kind of students' competences and skills do you think it helped to develop and in which way?**
Working with digital measuring instruments to measure environmental parameters.
Field and laboratory work. Working with computer programs for database processing.
- **In which way it has interrelated local and global aspects of the topics treated?**
Environmental monitoring is carried out at the homeland and the results are interpreted for cross-border and global impact and impact due to the specific location of Kyustendil.
- **Which are its innovative features?**

Using of modern digital-digital apparatus and instruments for monitoring, measuring and analyzing the parameters of the various environmental components.

- **Which were the teachers'/students' initial motives and reasons to become involved in this practice?**

The need to acquire professional skills for students from non-professional schools and to support students who have been admitted in mathematical gymnasium and have high potential.

- **Which were the milestones, the strengths, and the weaknesses of this practice?**

The strengths are undisputable and can be traced back to the presentation. Weaknesses are the misunderstanding of the need for such practice by high level officials in the national education system.

- **Are there any recommendations for other teachers who are interested in adapting and using your educational practice?**

The practice has been successfully presented in different countries during exchanges under the Comenius and Erasmus + programs

#18 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#18 Together for the future: environmental and social awareness (Hungary)



“My classroom plays sustainably”
SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education

Together for the future: environmental and social awareness

Teacher & Class

Ceglédi Anna, 5. b

email

nusiposta@gmail.com

SCHOOL

Tiszaparti Primary School

PLACE, DATE

Szeged, June 2017 (from September 2016)

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

I am the headmaster of the class 5.b at the Tiszaparti Primary School in the school year of 2016-2017. I am a Hungarian and history teacher, as well as a special education teacher and organizer. At the beginning of the year, I wanted to create a class community and to launch a pedagogical project that would raise awareness to environmental protection as well as social inequalities. I was thinking about volunteering and experiential learning, that have an impact not only on the students but also on their parents. I believe in taking the children out from the school so that they learn about the world, and at the same time, in creating a community where they can learn solidarity and where they can face the problems of the world.

The main topics of the practice: recycling, creating school gardens, meeting people with disability, understanding the context of people in extreme poverty, community and cooperation with NGOs.

Activities: collecting and recycling plastic bottles, creating school garden and herb garden, composting, charity run, collection of food and books for charity.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Anna Ceglédi – head master

Gyöngyvér Rózsa Katona – pedagogical assistant

Students: 28

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: please, specify

3.3 Learning Activities & Learning outcomes

The complex program run through the school year, and consisted of several activities and initiatives. The main aim was to raise awareness to social inequalities and to environmental protection. As it is a class in primary school, if we educate the students and reach their parents, the future generation will be more conscious about these issues.

The most important relevant activities were the following:

Creating a school garden: we have prepared and maintained the land, planted peas, followed the growth of the plants. After the peas, tomatoes, peppers, sunflowers will be planted. The aim is that even city-dweller children have basic notions and experience with gardening.

Herb garden: getting to know the herbs (it has culinary and medical aims as well). The students did the preparation and planting of the herb garden.

Composting: it is an alternative to recycling, students learnt about composting, and created a composting area in the garden.

We started to create the gardens in the spring. I saw how tired and exhausted the children are, and they need a place and an activity where they can do something different, and can drain the stress. Parents also helped in the process – they brought some of the tools we needed to set up the gardens.

Besides these activities focusing on environmental protection and sustainability, we had several other activities to raise awareness on social inequalities. Some of these activities:

Charity run: instead of giving Christmas gifts to each other, students chose to run to raise funds and buy food and other useful things to people in need. Students ran with their siblings and parents in Szeged (4 km). They continued this action by collecting books and give it to an NGO who distributed them among children in need.

My aim was also to create cooperation with NGOs – this year I invited the Sclerosis Multiplexes Association to do an awareness raising workshop for the students. Next year, I plan to invite other associations, and plan to invite an association on creative recycling.

4. Rethinking the Educational Practice (Reflection)

This complex practice touches many social and environmental problems of today's world – poverty, health issues, over-consumption, and alienation. It is innovative as it is complex and uses many different approaches. It educates through experiential learning. It is sustainable and creates a long-term project. It also involves NGOs in the activities, and it opens up the door of the school and develops social and environmental responsibility. It holds together local community, promotes charity and addresses the whole community of Újszeged. The other strength is that it has motivated others, too, and now some activities have become the practice of the whole school. I engaged the students from the beginning, it was easy to motivate them, and I could involve the parents as well by informing them and by creating an online group where the garden project was continuously documented by photos and texts. We could motivate others, too, to join the program.

To sum up: it is better to start on a class-level, to bring children to different program that raise awareness to environmental and social issues. Then it is worth in joining projects that target the household waste for example (recycling project). It is important to have a community space where students, teachers, parents can act together.

The future of the project is the following: the garden of the pilote project will be used by the smaller students, and the herb garden by the bigger ones, and we plan to establish a conference on art therapy together with the Sclerosis Multiplexes Association. There will be an exhibition where different schools can participate (students with or without disabilities.)

#19 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#19 Kingdom of paradoxes (Slovakia)





“My classroom plays sustainably”

**1st SAME WORLD European Contest
for Good Practices in Environmental Sustainability Education**

Title: Kingdom of paradoxes

Teacher & Class

Mgr. Vaníková Slávka

*2.D students of Secondary vocational technical school
Prešov*

email

vani@orangemail.sk

SCHOOL

Spojená škola (SOŠT a GYM)

Ľ. Podjavorinskej 22

080 05 Prešov

In Prešov, on 12. 5. 2017

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

Theme: Impact of our lifestyle on the environment and the personality. Lifestyle in the community of Christ the High Priest in Žakovce

Methodology: project and problem education

1. application of activating and interactive educational methods – motivation dialogue, problem definition and solving
2. presenting the curriculum of environmental education (cross-sectoral theme in all subjects)
3. implementation of interdisciplinary school project (in two phases)

Activities:

- promotion of the prepared project – production and publishing the poster
- information to colleagues about need for presenting the cross-sectoral curriculum in individual subjects
- authorizing the teacher – coordinator (arranging time and date of the humanitarian collection, transport, presentations)
- designation of students responsible for the humanitarian collection
- analyzing with the students the implementation of the project, feedback and media promotion

Objectives:

- contribute to the development of the personality of students, to their attitudes and values
- understand the interconnections of global and local problems
- develop cooperation in maintenance and development of the environment on local, regional and international level
- understand social and cultural impacts that determine the human values and behavior
- become aware of individual responsibility for the relation of human towards environment
- strengthen the responsibility for own lifestyle
- apply communication skills, work in groups
- acquire presentation skills
- acquire critical thinking

NOTE.: The main aim was to point out the ability of an individual to behave morally in relation to marginalized groups and the environment – life in the Institute of the High Priest in Žakovce (administrator: father Marián Kuffa).

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Mgr. Vaníková Slávka – civic education / ethics / Slovak Sjl
 Mgr. Vyboštoková Zuzana – coordinator of environmental education / biology / physics / English
 Mgr. Kmecová Ľubomíra – religious education
 50 pedagogues and school staff (cleaners)
 The school has about 600 students; mainly students of the 1st and 2nd class were involved (cca 250)
 45 students visited the center in Žakovce (2.D)

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: please, specify:

3.3 Learning Activities & Learning outcomes

To support critical thinking, sustainable lifestyle, active citizenship is possible only based on existing examples. From experience we know that young people follow the social networks and internet channels, where many contributions are published.

Therefore we have decided for the visit of the community center in Žakovce. This enabled our students to meet with people, who changed their attitudes, values and lifestyle. People who recycle everything for survival.

EDUCATIONAL ACTIVITIES

- ✓ Assigning tasks in individual subjects – responsible teachers in 1st and 2nd classes
- ✓ Study of materials on internet – to produce of the promotional poster, to prepare questions for discussion, partial outputs in individual subjects, for the comprehensive understanding of environmental education by students of the secondary educational school - students
- ✓ Assessment and exhibition of student works
- ✓ Assessment and exhibition of partial project – responsible teachers
- ✓ Creating the awareness network on sustainability, volunteering, lifestyle – all
- ✓ Presentation - testimony (father M. Kuffa)
- ✓ visit of center in Žakovce
- ✓ non-formal discussion

SCHEDULE OF EDUCATIONAL ACTIVITIES

September 2016	Assigning tasks in accordance with the curriculum of the cross-sectoral curriculum of environmental education
October 2016	Study of the theme and work on assigned tasks

November 2016	Humanitarian collection in the whole school
December 2016	Delivery of the humanitarian collection in Žakovce
January 2017	Half-year classification and presentation of partial educational outputs, medialization of best presentations in school television, photos from the implementation of projects (continuously in school television)

LEARNING OUTCOMES

1. knowledge	Interpretation of acquired knowledge in own words, use of professional terminology, application of acquired knowledge
2. skills	Work with professional literature, internet, communication and argumentation, presentation of own opinion and experience, ability to organize activities outside the school – in the municipality
3. attitudes	Be active, support group work, deal with environmental problems, disseminate the idea of sustainability, eliminate the consuming way of life, application of the sustainable consumption
4. communication	Support cooperation among teachers and students and peer-to-peer cooperation
5. cooperation	Support of initiative for cooperation with different humanitarian, social and environmental organizations

Already for a 3rd year we organize visits in the center in Žakovce. This activity is timeless, flexible and interdisciplinary. The project is in accordance with the curriculum of the secondary vocational school and the interests of the students. The project does not burden the curriculum, neither the free time of students, unlike the activities in primary schools. The costs for materials and tools are minimal.

We work with students, for whom the most beneficial is "to see once, rather than hear hundred times". The global interconnection of problems of 15-18 year old students is reflected in their demands for consumption, non-interest in common issues, apathy to working habits.

We have implemented different forms of activities leading to sustainable development and global education (production of posters, presentations, production of recycled benches, eco-Christmas trees, green wall) but the largest effect was achieved through the humanitarian collection connected with the excursion in center in Žakovce.

To item 1.

In the field of acquiring and transferring knowledge it was not difficult to provide unified and comprehensive information as the same teachers teaches the same subjects to the students of the 1st and 2nd class. These are the general-educational subjects. These are replaced in the 3rd and 4th classes by professional subjects and practice in vocational training.

To item 2.

In the area of acquiring skills and competences, assessing the learning outcomes, the ability to present own opinions and complete the assigned tasks the result was a concrete outcome – that was evaluated or nominated to completions (Contest of Secondary School Activities or other environmental competitions).

To item 3.

During implementing the humanitarian completion the student started to become aware about our consuming way of life. Some people have excess, the others have shortage. Some people behave globally, the others see their environment only locally. Some people plan their future only based on financial opportunities, the others plan based on sustainable technologies, energy efficiency. We have analyzed our attitudes and this reflection is a step towards the sustainable lifestyle and global education.

To item 4.

In case of an interdisciplinary project it is clear that communication is very important for successful implementation. The students ask the teachers, if they have also contributed for the collection. This aspect of involving the teachers, the whole school staff and also the school director is of high benefit for the project – a good example.

To item 5.

Teachers that contributed to cooperation with other institutions:

Religious education – humanitarian help – Catholic Charity, Institution of Social Services, Institute in Žakovce

Ethics – approaching businesses in the community of the schools for donating wooden pallets – recycled banks,

Civic education – cooperation with: Red Cross, Animal Freedom, animal shelters in Prešov

Biology – participation of school in program of “Green Schools” managed by Priatelja Zeme (Friend of the Earth, NGO), FECUPRAL, see more on

<https://spojenask.edupage.org/text/?text=text/text11&subpage=3>

All educational multimedia outcomes were published in the school television. The products are used and will be used for a long time.

1. Rethinking the Educational Practice (Reflection)

Our activity is a good practice as it is **innovative**. Using a non-formal educational approach we activated the student for cooperation in the whole school. We motivated the students to global education by rating the presentation of the selected theme, ev. by positive award on the subject that is not classified, resp. to solution of the problem – lack of benches in the school hallways.

Our activity is a good example as it involves also the teachers and the schools director, whose humanitarian prosocial contribution had a significantly positive **impact on the students**. It is not a shame to bring an old coat or clothes of the sibling, to contribute with some excess food or some drugstore goods. The participation of teachers (surprising the students) was of essential influence on change of attitudes and critical thinking. Because of the active participation of teachers the **students acquired a skill** to reassess own attitudes, values and the active approach to a common action (voluntarism). The student experienced the interest of teachers and of the other classmates in the school.

Experiencing the life in Žakovce is a good example that explains and supports the idea of sustainability. To present the sustainability theoretically is easy. To implement it is much more demanding. In the community of people in Žakovce it is possible to understand the interconnection between the local and global problems. The **relation of sustainability** on the local and national level helps to solve many problems. Establishing support centers with “work therapy” based on the sustainability approach is a challenge that was implemented by the administrator of the community in Žakovce – father Marain Kuffa.

The school project implemented in this way is a good example for building awareness and disseminating information on environmental education in different subjects using the **cross-sectoral curriculum of environmental education**, while our project represents a form of **global**

education. Analysis and feedback from the students lead us to the clear conclusion that the excursions provide much more information, skills, competences and critical thinking, than the traditional lessons. The interconnection of the curricula of different subjects in **one school project is real global education.**

The project can be easily applied, it is financially and personally not very demanding, The time-schedule and the theme is flexible. The cross-sectoral themes included in the individual subjects are an advantage.

Project strengths	Project weaknesses
<ul style="list-style-type: none"> ● interdisciplinary school project ● education by qualified pedagogues ● involvement of more teachers ● contribution of all school staff (in collection of clothing) ● assessment of outcomes of all students in different subjects ● publishing of students' works in school television ● delivery of the collection by students ● excursion with interdisciplinary benefits ● practical application of knowledge of cross-sectoral themes ● themes incorporated in school curriculum ● low-cost ● local and global interconnection in real community ● feedback – strong emotional experience from the excursion 	<ul style="list-style-type: none"> ● demanding to oversee the evaluation of all students' outcomes ● limited opportunity to monitor the explanation of the theme provided by the teachers ● room is needed to store the collected things

RECOMMENDATIONS:

Themes of environmental education and global education shall be incorporated in the school curriculum.

Cooperate with the coordinator of environmental education.

The coordinator of the project must delegate and assign students responsible for the implementation of the project.

Elaborate the timeschedule.

#20 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#20 School project day of the
94th secondary school Leipzig on
the subject of sustainability

(Germany)



“My classroom plays sustainable”

SAME WORLD European Contest for Good Practices in Environmental Education

School project day of the 94th secondary school Leipzig on the subject of sustainability

94th Secondary School Leipzig Grünau

Miltitzer Weg 3

04205 Leipzig

Mr. Dr. Liebau (headmaster)

Schulleiter94.ms@web.de

Mr. Thiele (responsible for UNESCO work)

ingolfthiele@posteo.de

Leipzig, 14.06.2017

1. Topic(s)

- Environmental justice
- Climate change
- Environmental migration

2. Abstract

The school project day on the 26.04.2017 concentrated on the topic "sustainability" under various aspects. The the students groups of the workshops were mixed. Meaning, that the students from grade 5 to 9 could choose a project independently from their class and age according to their interests. They completed the day in mixed groups and under the instructions of teachers or external educational partners.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Teachers: 38 teachers of the school

Students: approximately 350 students from grade 5,6,7,8 and also 9c

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: please, specify

The 94th Secondary School Leipzig is a UNESCO project school, hence during the whole school year the school is continually working on various subjects connected to sustainability. Already during the last year we were participating on the International Project day of the UNESO with the topic of environmental pollution. This year we are realizing this day internally within the school to the self-chosen topic of sustainability.

A few groups were working in their self-chosen workshop with external partners or under the guidance of a teacher in the school. But, most of the workshops took place outside the school.

3.3 Learning Activities & Learning outcomes

The students dealt with the topic of sustainability in various ways.

These were in particular:

- Environmental problems through social consumerism, Fairtrade
- Waste disposal and the avoidance of rubbish
- Upcycling of old materials into new products
- Communication/organization of the togetherness

- Food waste
- Democracy education

Partly the students were working in small-work groups. Movies, texts and other working material were used. The students had to present their results to each other and created posters and mind maps.

Linked to the subject "Economy-Technology-Budgeting", also skilled manual work such as sewing pillows or crafting little objects was carried out.

Another group calculated the number of packages or rather not needed packaging, when you deliberately avoid them.

During a sightseeing walk, an analysis of everyday things (e.g. mobile phones) from various viewpoints – origin, used natural resources, payed fees in the manufacturing countries, subsequent use of old devices – was conducted. Hereby students used graphs and info texts, but also inquired directly in the shop about sustainability.

Furthermore questions of social togetherness/manners were reflected. The influence of modern communication media (e.g. whats app) on friendship and cohabitation were discussed. Dis- and advantages of the media were talked over, and on the basis of short role plays/dialogues possible solutions for conflicts were developed.

As a daily score, every student gained a general overview on the subject of sustainability and acquired in a particular field of knowledge a deeper understanding. One outcome of the workshops was the production/creation of different kinds of products by the children.

Thereby the documentation of the project was developed to a large part by the students themselves and it was displayed in show cases around the school house.

The documentation (which you can also find attached) will be part of a school year book, showing the UNESCO work 2016/17. This book will also be available for the public. With this in mind, the documentation will also have a lasting effect on coming school years and can among other things be used as an entrance point to the subject. As well the documentation is used for the public image – on school treats or for the recruitment of new class 5 students – of the 94th Secondary School

4. Rethinking the Educational Practice (Reflection)

This educational practice is in so far innovative, because it intermixes different grades, the students get to know each other and they can benefit from their respective level of education. The topic is touching various areas of life, which in turn are closely linked to the everyday realities of the students and induces them to take actions.

Motives of the project are to create a feeling of responsibility for all people's future, to implement the UNESCO thought connected to student relevant topics and to strengthen one's motivation to take own actions. As well, to gain new partners for the school in Leipzig in order to extend the own work on a broader basis, to spring the whole teaching stuff into action, to pool existing resources (cultural research and UNESO) and to redesign learning paths of the students – in terms of generating an enjoyment of learning for them, where they are also able to discover something new for themselves.

Milestones: interaction of the UNESCO and cultural researchers on a "culture summit"

Strengths: A great variety of workshop offers, dial-up of the students in a listing system with given numbers of students for every class; working across classes.

Weaknesses: Motivation of the teaching staff, information transfer was not always lucky

Recommendations: see above "strengths" of the project, preferable to incorporate teachers of different subjects

#21 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#21 School of the Future. Best Practice in Ecology Related Extracurricular Activities

(Bulgaria)



“My classroom plays sustainably”
“Optional subtitle in the national language”
SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education

School of the Future. Best Practice in Ecology Related Extracurricular Activities

Desislava Staykova-Marinova & Class

Teacher, Class

desislavamarinova@abv.bg

email

“VASIL LEVSKI” FOREIGN LANGUAGE SCHOOL

school

BURGAS, 2017

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

“The main source of renewable energy
is under our feet”

A Gatto

Is it possible that we get into a new age when teachers will no longer warn their students not to run along the corridors?

The answer to this question motivated us to design our School of the Future, where the gym, classrooms, corridors and the playground in front of the school are made of pavement that can absorb the kinetic energy and the polymer – Polyvinylidene fluoride, which transforms mechanic energy into electric. When dozens of students come out of their classrooms and go into games and running along the corridor, when they are in physical education and sports, their youthful energy literally becomes a valuable resource - enough to charge mobile phones, hold incandescent bulbs etc.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Desislava Staykova- Marinova – Biology and Chemistry teacher
Club “Young Ecologist” – 25 students from X Grade

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other

3.3 Learning Activities & Learning outcomes

1. Piezo-polymers are used to directly convert mechanical energy into electrical. A highly pronounced piezo effect has Polyvinylidene fluoride (PVDF). PVDF is known for its exceptional chemical resistance and excellent resistance to UV radiation. The piezoelectric material transforms the mechanical load into electric energy. Piezoelectric materials could

also be used in places with large human streams such as metro stations, hiking trails, discos, stadiums, airfields and railway rails.

http://www.youtube.com/watch?v=CfnyJo_XarI

We have developed an original model of the School of the Future, where the gym, classrooms, corridors and the playground in front of the school are made of flooring that can convert mechanical energy into electric.



2. Demonstration of interesting scientific projects and ecological focus.

2.1 Water pollution - The adhesion between molecules on the surface of water allows some insects such as the water strider to move without sinking. Detergents reduce the surface tension and adhesion between the molecules of water, therefore they cannot remain on the surface and they sink.

2.2 Recycling of paper (see next page)

Work list # 3

How to make recycled paper



Tear 6 pieces of paper



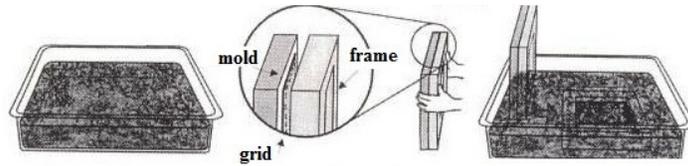
Pour boiling water



Stir until it is mashed



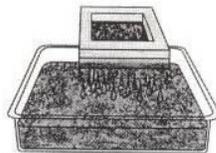
Add a handful of mash and water



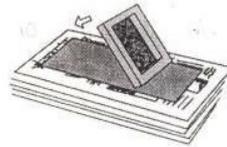
3 handful of mash in a bowl of water

Hold the mold and the frame like this

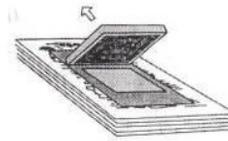
Lay down and turn the mold and the frame in the mash.



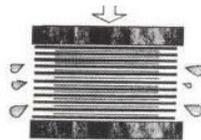
Slowly lift the mold and the frame and let dry.



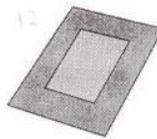
Remove the frame, place the form on a viscous fabric or paper



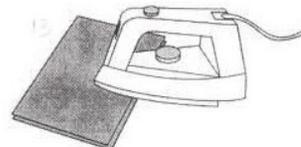
Press down the frame and lift it slowly with an inclined movement so that the paper stays on the fabric



Cover with another piece of fabric. Repeat the same for 10 sheets of paper. Drain the water



Separate the pieces of paper, so that each one has a damp piece of paper attached to it



Let dry or use an iron to get dry until the pieces of paper separate

The frame and the mold can be made from a wooden square with 25mm sides. Extended aluminium grid (as the ones used for fixing automobiles) is attached with brackets to the frame to get the mold. Other necessary equipment: bucket, kettle, 50cm sturdy wood, liquid, jug, wash bowl, cloth, two sturdy plywood beams and many newspapers.

4. Rethinking the Educational Practice (Reflection)

Practice is accessible, applied films allow the subject to be displayed and taught in every Bulgarian school.

The chosen topic is strategically important, original and contains a solution to a practical problem. Our project solves the following questions:

- How to reduce greenhouse gas emissions;
- How to increase the share of renewable energy.

Mihaela Kirilova, Ekaterina Pavlova, Stella Peeva, Miroslav Stefanov, Iliana Franzizova, Sonia Georgieva and Fatme Mehmed participated in the student conference "Think ecologically about the future". The conference was organized by the Department of Ecology and Environmental Protection at the University "Prof. Dr. Assen Zlatarov" with the support of Burgas Municipality. The event was held on 30-31.03.2017. In the Marine Casino Cultural Center. Miroslav Stefanov was awarded the third place and a cash prize for his presentation "Alternative energy sources for reducing dependence on fossil fuels. Biomass energy". Iliana Franzazova, Sonia Georgieva and Fatme Mehmed received an award for Innovation in monitoring for their work "Drone technology and Monitoring of Atanasovsko Lake". Awarded students are already accepted at the University "Prof. Dr. Assen Zlatarov" with specialization in Ecology.

Participating students have enrolled on a voluntary basis. Their participation was organized in the "Young Ecologist" Club under the project "Your Class".

#22 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#22 Global Education Month in Valga 2014-2016

(Estonia)



“My classroom plays sustainably”

**SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education**

Global Education Month in Valga 2014-2016

Teacher & Class

Pille Olesk

email

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SCHOOL

Valga Gymnasium

Valga, Estonia, May 17, 2017

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

Main topic: Sustainable Development

Activities: Global Education Month, October 2014-2016. The activities took place in Valga Museum and Valga Gymnasium.

Target group: Students of Valga Gymnasium, and students of Valga Basic School and Valga Priimetsa School.

Objective: To educate students and fellow citizens through practical activities and experience, discussing global issues, engaging the students and learning with them.

Methodology: Modern approach involving both theory and practice. There is a reason why the Global Education Month is held outside of the school in the local museum, an institution acting as a storage place for our memories, - it is to help understand that today's decisions will echo in the world of tomorrow, and to bring them closer to our culture.

Every year a different exhibition on global education was organized in the museum gallery. The exhibition acted as the focal point for the global education month. The aim was to introduce and learn of various cultures and countries, draw attention to sustainability, and increase awareness in students and teachers through different activities.

The Global Education Month is a collaborative project of Valga Gymnasium and Valga Museum.

During the 1.5-hour program the students had the opportunity to explore the educational exhibition with the organizer, listen to interesting talks, and craft objects.

Throughout the years we have made earrings, sock eaters, shopping bags and dreamcatchers out of recycled materials together with the students. In class the students also participated in activities such as role-plays and puppet shows, and playing drums made of pots. Gymnasium students helped to prepare and carry out workshops for younger students.

As an extra value, museum visitors could purchase objects (such as earrings, magnets and lipsticks) made of recycled materials during the Global Education Month. As a small token of our support, the money was donated for the education of schoolchildren in Kenya. And so our endeavour grew more sustainable. Every one of us can do their part for a better tomorrow.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Pille Olesk (organizer of the Global Education Month, project and career manager in Valga Gymnasium, instructor of Globalized World and ECOcourse courses, history and cultural heritage teacher in Valga Basic School in 2014-2015.

Marju Rebane, educator and treasurer at Valga Museum

Andrus Murumaa, principal of Valga Gymnasium

15 students from classes 11 and 12 (who have helped to organize the global education month activities)

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: please, specify

3.3 Learning Activities & Learning outcomes

Clarification: Valga Gymnasium became a part of the UNESCO Associated Schools network in 2011. The first few years passed quietly and safely behind the school walls. Now the older students have begun organizing workshops for the younger students. Every year we have worked on different projects with the students, and this has helped us to grow. Every year brings new target groups, collaboration partners and accomplishments. Specific constraints have been overcome and global education has become a way of thinking.

Valga Gymnasium and Valga Museum have been collaborating on the Global Education Month for three years now.

Themes of the Global Education Month of October in Valga:

2014 - In the Light and Shadow of Kenya

2015 - Around the World and Birma

2016 - Soothing the Soul

Educational activities

Every year we focus on different locations, cultures, people, teaching methods, and activities.

2014 - In the Light and Shadow of Kenya

The topic was Africa, with Pille Olesk's photo exhibition on Kenya setting the theme.

In 2014, the educational days did not yet measure up to a whole month. There was room for development.

Activities: Thematic lectures and free workshops for different target groups.

The students of Valga Priimetsa School (the language of instruction being Russian) also attended, and benefited from immersion.

Basic School Days: The students could play the drums and make ornaments, with African music playing in the background. The students painted patterns inspired by Africa on bottle caps with nail varnish, and made refrigerator magnets. The bottle caps were prepared by the students of Valga Basic School in the industrial arts class.

Secondary School Day: Lecture on fair trade, and film viewing.

(**Primary school activities** were organized as well. In a workshop, the children crafted a butterfly made up of two hearts. One half was painted in the patterns of Africa and the other in patterns of Estonia. The completed works were hung in the gallery.

In the workshop focusing on African children, the students participated in a role-play of a day in the life of the children of Africa (sleeping on the floor on a sugar bag, cooking porridge on stones, carrying a bucket on the head etc.). The students listened to stories, saw pictures and film clips depicting life on the other side of the Equator.)

2015 - Around the World and Birma

Focus: Kair Käsper's photography exhibition. Meeting the author via Skype during the opening of the exhibition provided an innovative experience.

Several age-specific workshops were organized for different target groups during the month. The older basic school students listened to reports by environmental specialists and made/sewed shopping bags of recycled materials. The shopping bags were submitted for a contest called "The Killer Bag" (*Killerkott* in Estonian), and we received a special prize for them.

The basic school mid-level students played a fishing game on the topic of healthy food.

The primary school students made sock eaters from recycled fast-food packages and played a puppet show, using crafted objects.

The gymnasium school students helped to organize all the activities – from workshops to puppet show. They prepared the lipsticks, creams etc which were sold during the global education month to get the donations.

2016 - Soothing the Soul

Last year we chose the paintings of world traveller Toomas Altnurme for the exhibition. The paintings of the exhibition inspired the project team to choose the life and beliefs of Indians as a topic to focus on. We constructed a wigwam with a fire bed in the gallery. As we sat around the fire with the students, we told tales of Indian life, and made dreamcatchers.

As a final note, we held a concert named "Soothing the Soul" for the townsfolk which included presentations of original material, magic tricks, and songs. In addition to the help in organizing the activities, gymnasium students baked apple cakes and pies for the visitors in the school kitchen. Similar to the Global Education Month, the concert was free of charge.

(Last autumn we invited preschool groups to participate in workshops. Manual activities suitable for their age were chosen for these children.)

We are already looking forward to the autumn of **2017**, the theme of which will be wood. Focus: the wood-themed exhibition of Meelis Kihulane. We will enjoy the do-it-yourself crafting of wooden ornaments.

Learning outcomes

The students will learn about local and global topics and know how to interrelate them.

The students will learn that decisions made today will shape the future, and they will develop their critical thinking.

Benefits for teachers participating in the education day with the class:

The teachers can integrate global education with active learning and primary values to improve lessons.

4. Rethinking the Educational Practice (Reflection)

Competences

The learning process mostly focused on developing competences in the field of values, social skills, self-identification, communication and initiative.

Topics addressed in three years:

We have addressed the topics of environmental justice, sustainable development, cultural diversity and native culture, tolerance and social justice.

Local and global level

The Global Education Month was held in a museum for a reason. Although Valga Gymnasium is an Associated School of UNESCO and has been active in the global level for years, it also follows the network's principle of supporting native culture and identifying one's place in culture and native locality. A museum is an ideal partner for fostering this principle and spreading the knowledge.

Motivation for target groups

Organizers

Personal commitment and ideas for improvement are the foundation of any successful endeavor.

Motivation and inspiration in one's work invites others to help and get involved.

Engaging students of the secondary level as assistants gave them an experience in organizing an event, and fostered courage to speak in front of younger people and their peers, to make decisions, take responsibility, and, also, to do something to directly contribute to a more sustainable world and their native environment.

Teachers who participated in the educational days with their students

The Global Education Month has received wonderful feedback. This is evident from the interest in the educational events. We believe the teachers are happy with the event as well, because it was up to them whether the class participated or not. For two years we have launched an advertising campaign on two separate days, targeting teachers.

Students

The students participated in an exiting lesson that took place in a museum, outside of the school. The exhibitions and workshops also focused on creating a scene (the Indian tent, fire bed, tableware, food, and other illustrative resources). Manual activities (such as sewing, gluing, etc.) were used to create interest in students, or consolidate knowledge. Students involved in organizing the activities, have gained a very good experience and will carry on the values.

Advantages and room for improvement

The fourth year of the Global Education Month is approaching: this is proof that the event is going strong. After every series of events the organizers discuss improvements that could be made for the next year. For example, we should consider improving advertising in order to reach schools and teachers directly. There are still target groups who have not participated (county children).

Since the lessons made up a whole month during the last two years' events, we were free to add or remove some parts as required by the schedule (i.e. there was flexibility). We also had plenty of activities: dancing, watching cartoons, etc.

This is the third time we have organized the Global Education Month, and the fourth is approaching in 2017. After the fifth year we should try changing the format. We might consider moving some of the activities outdoors in the future.

To be more in line with the theme of wood in 2017, we will attempt to add more interactive elements, such as taking photographs of colorful leaves, wood, etc. with a virtual microscope available online.

We also have to work towards having more organizers wear clothes that match the style of the themes. We took note of this in 2016 when we focused on the traditions of Indians and dressed as native people.

Recommendations

The young people of today are interested in the topics of global education, and relate to them.

Students are wonderful collaboration partners. As a bonus, the students have a chance to contribute to the project as partners, and participate in it, for example, as part of practical work.

The budget for the Global Education Month has been very low as we use a lot of recycled materials.

Effect on the community

We have developed a new tradition in Valga and plan to continue our collaboration with other parties to maintain it. The community is now familiar with the topic of global education, and this is a major step forward. In 2014, we held a lecture (with a translation into Russian) for a local union of senior citizens. During the openings of exhibitions, we have offered people special foods based on the month in order to attract the community's attention and engage people. In 2014, we offered people cornmeal porridge to eat with their fingers, and milk tea, in tin cups. In 2015, we prepared an exotic fruit table and burned incense, etc. Such practical activities provide a basic understanding of our relationship with distant countries and our connection to them.

#23 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#23 Look behind the shelves!

(Hungary)





Project co-funded by
the European Union



“My classroom plays sustainably”
SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education

Look behind the shelves!

*Gyöngyi Éger, 7th-11th grade
Teacher, Class*

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email

János Bolyai Secondary School
school

PLACE, DATE

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

On the occasion of the environmental protection world day, we organized a program series called "Look behind the shelves" in the town. The students of the János Bolyai Secondary School participated, but there was an opportunity for other people to join the programs as well (people from the town, from the neighbourhood etc). The program raised awareness about conscious consumption and food issue.

The program started with a photo exhibition about conscious consumption that was set up in the main hall of the school. Afterwards, the documentary film "Expired" (Szavatossága: lejárt? in Hungarian) was screened in the cultural center of the town. The film is about food waste in Norway, which is a huge problem. Four young men decide to do something to raise awareness of the issue and initiate social change: they go on a bike tour across the country, and there is one rule: all meals have to originate from food waste. The issues the film raised were further discussed through different non-formal activities: the students looked at how different foods come to our table (they looked at chocolate industry, where oranges come from, investigated water footprint etc.).

At the end of the day, the groups filled in an online quiz about the issues. Those students who filled in the quiz well, they could go on an excursion at the end of the week.

The program was realized in cooperation with MTVSZ (National Society of Conservationists) and KineDok.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Teachers:

Gyöngyi Éger, Tímea Simon

Zsuzsa Körmendi, Anita Tasnádi

400 students participated from the school

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)

Other: please, specify: thematic project day (with documentary film screening, activities around the issues, online quiz)

3.3 Learning Activities & Learning outcomes

Look behind the shelves!

Our school participated in the programs of the thematic week on Sustainability in May, and as it was successful, we organized another thematic project week before the school year ended. On the occasion of the environmental protection world day, the program was focused around conscious consumption.

The activities were the following:

Photo exhibition:

The MTVSZ (National Society of Conservationists) created the "Look behind the shelves" photo exhibition on conscious consumption within the project called Supplycha!nge! – Campaign for the shops of eco-awareness". The photos of the exhibition was sent in for the international contest call "Picture the food of the future" from 28 European countries. The students could visit the exhibition in the main hall of the school between 5-9 June 2017.

More about the exhibition: https://mtvsz.hu/lasz_a_polcok_moge_kiallitas

Film screening:

KineDok is a new kind of international community, a unique film club and an alternative distribution platform, connecting both the fans and makers of creative documentary. The school together with the Gábor Egressy Community Center, have participated in the program for 2 years. This year, the "Expired" documentary film was screened (director: Kieran Kolle, 2017, Norway, 54 min.) About the film: An entourage of four young men plan a 5 week long bike tour from the north of Norway to the south - approximately 3000 kilometers - a huge effort which will require them to eat a lot of nutritious food along the way. The only problem is their one, strict rule: All meals have to origin from food waste.

More about the film: <https://kinedok.net/en/films/detail/15>

Debriefing activities

After watching the film, the students participated in a debriefing activity that took 90 minutes, and consisted of several nonformal activity on food industry. Students followed the path of several materials / food such as coffee, chocolate, orange, sugarcane etc. The aim was to raise awareness on where our food come from, what is the social / environmental price of it, what we see behind the surface investigating the casuses.

At the end of the activity, the students filled in an online quiz in groups.

Online quiz: <https://tinyurl.com/ydcw776z>

Award

The first 3 groups could participate in an excursion to the Kis-Sváb hill, organized by MTVSZ. The excursion was on 12 June 2017, and 37 students and 2 accompanying teachers participated. The

students did a small video to promote hiking among their schoolmates. Information leaflet about the trip:

https://mtvsz.hu/dynamic/kiadvany_termved/bp_term_ert_5_kis_svbhegy_w2.pdf

4. Rethinking the Educational Practice (Reflection)

The program was complex, and used different activities and methods (arts, trip, nonformal activities etc) to discover the issues of conscious consumption and food. Many students could participate due to the project week and the nature of the activities (film, exhibition etc). The activities linked the local and the global dimension through the issue of "food".

The program developed several competences of the students.

First of all, media awareness is an important competence, and media awareness education is not about transferring concrete knowledge, but more about supporting the critical and smart media usage of students. Documentary films are great tools, we used it to face students with the real world and real problems.

The aim of environmental awareness education is that students become more conscious and responsible in their lives, in their relationships to nature, to other people. They should understand the positive and negative processes in the globalized world.

The success of the good practice lies in cooperation. The cooperation with NGOs (MTVSZ and KineDok), and with public institutions (community center) made it possible to involve general public also in the screening, for example. The students could fill in the quiz on a smart phone, which made it appealing to this public. The award was not a technical object, but a trip to the hills, and all the winners participated willingly.

#24 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#24 Day for changes – Day for cooperation

(Slovenia)



“My classroom plays sustainably”

**SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education**

DAY FOR CHANGES – DAY FOR COOPERATION

Teacher & Class

Zdenka Resnik

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SCHOOL

Srednja šola Zagorje

PLACE, DATE

1. Topic(s)

- Environmental justice
- Environmental migration

2. Abstract

Students were trying to find answers to questions regarding the food they consume, its origin, and its impact on the natural environment around the world (e.g. palm oil, bananas) as well as possible changes to our lifestyle.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Zdenka Resnik, other teachers + students

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months): Extra curriculum project involving several school subjects (implemented within a few weeks or months)
- Other: please, specify

3.3 Learning Activities & Learning outcomes

Students researched the internet and literature to find the answers to relevant questions, prepared class and public presentations, and reached out to local producers, presenting them at a public event.

4. Rethinking the Educational Practice (Reflection)

For some years now, our school science days have been organized in such a way that this day would promote interdisciplinary approach and sustainability, which in effect are two main guiding principles of our "Eco school program", implemented within our secondary school (Srednja Šola Zagorje). On May 10 we organized a science day titled "A Day for Change – a Day for Cooperation," during which various activities took place at different locations. The main event was titled "Responsibility and food" (Odgovorno s hrano). Attending the event were individual local farmers, food producers, a primary school pupils and teachers, a kindergarten children, and several local organizations, whom we have all invited to participate. Students were

presenting their answers to the above stated questions at designated stands. In a sense, we connected the global and the local aspects. The reusable produce bags made of old curtains, which were offered to passers-by, were made by our Facebook friends, students and their relatives. Furthermore, students were learning about invasive plant species in Slovenia (about their origin and environmental impact) with the help of an external expert. We also involved several non-governmental organizations, including a Beekeeping Society in Zagorje (Čebelarsko društvo Zagorje), which was raising awareness of threats to bees; the Ruardi mountain and tourism society organized a Nordic walking trip and a mountain trip (the importance of local tourism and its development); Zagorje valley cycling club, which encourages young people to engage in leisure activities more actively, took a group of our students on a biking trip in Zagorje valley. Our associates promised to cooperate with us in the future as well; a plan involving some activities for this year autumn has already been agreed upon.

In addition to these activities, which correspond to the requirements of the application, we have hosted some other NGOs as well, eg. The Peace Institute (Slovenia), and also Humanitas (Slovenia) with their interactive theatre play "Through the Eyes of a Refugee." The students were able to develop numerous competences in the following areas: communication in mother tongue/official language, learning how to learn, acquiring knowledge in the natural sciences, how to be proactive, entrepreneurship, active citizenship, and social responsibility etc.

#25 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#25 Pleasant classes

(Spain)



“My classroom plays sustainably”
SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education

Pleasant classes

Teacher & Class

Teachers and green delegates

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SCHOOL

INSTITUT MEDITERRÀNIA (EL VENDRELL)

Course 2016-2017, El Vendrell (Tarragona, Spain)

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

Students participation in the organization and decision making of the centre about the creation and management of pleasant and sustainable spaces that improve our quality of life. A commission of "green delegates" and one teacher examine the classes one day per week and estimate how they are considering cleanness, order, using of recycled bins, and lighting. At the end of the course the best class receive an award.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Teacher: Teachers of the staff

Group of students: Commission of green delegates from 1st, 2nd and 3rd courses (23 green delegates in total).

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: please, specify

3.3 Learning Activities & Learning outcomes

Each course elaborates a calendar with the groups of green delegates and assistant teachers and it is posted at the board of Green Schools, at the teacher's room and is shared as a document at the google drive.

The green delegates value the cleanliness, the order, the lighting and the use of recycling, valuating from 1 to 10. These results allow to make a ranking and at the end of the course we have the classification of the winner class.

4. Rethinking the Educational Practice (Reflection)

The impact to the students is the awareness, to get responsibilities, autonomy and active participation.

For the center it supposes an improvement of the aspect of the class, an optimization of resources and a feeling of belonging between the students.

#26 BEST PRACTICE
IN ENVIRONMENTAL SUSTAINABILITY EDUCATION

#26 React

(Spain)



“My classroom plays sustainably”

**SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education**

React

Teacher & Class

Anna Alarcón, 3rd

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SCHOOL

Institut Tiana

PLACE, DATE

Tiana (Barcelona), April-May 2017

1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

This is a learning-service project linked to the audiovisual practice with awareness of cooperation and solidarity, specially focused on refugees.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Anna Alarcón (teacher) and students of 3rd course of Culture and Ethic Values.

3.2 Educational Context

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: please, specify

3.3 Learning Activities & Learning outcomes

The students had collaborated with NGO Pro Activa Open Arms. This NGO was born from a group of lifeguards of Badalona (a coastal city very close to Tiana) and its aim is to rescue refugees in the Mediterranean sea that want to arrive to Europe fleeing from war and poverty.

The students has work with 2 voluntaries of this NGO that came to the school. Thank to this meetings, the students have created a film that will be used in the awareness campaign of this NGO when they will show its task to other schools and young.

4. Rethinking the Educational Practice (Reflection)

- Why is this a good practice?

Because the students can learn through direct testimonies. They also learn essential notions like engagement, voluntary work and solidarity through the work of this NGO. In the class we also work the question of refugees and its consequences (social, political, economical and ecological).

- Which are its innovative features?

The starting point is not the theory, but we stand out the experience of the voluntaries who work with refugees. It is also interesting that the result of the work is a film that can be used for this NGO to promote its work.

- Which were the teachers'/students' initial motives and reasons to become involved in this practice?

To have the opportunity to learn this question so actual about the refugees from the voice of people who has experienced it directly.

- Which were the milestones, the strengths, and the weaknesses of this practice?

The strong point is the impressing testimonies that came to the class and explained their experience. Working with all the theoretical reflection through the audiovisual tools are always an attractive form for the students and it also helps to work in group.

- Are there any recommendations for other teachers who are interested in adapting and using your educational practice?

You need time for this project because is not only about to know the questions, but to get deeper in the audiovisual language to work with convenience. The teacher has to be really motivated for a good develop of the workshop.

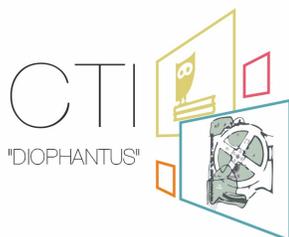
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