



Area: ENVIRONMENTAL SUSTAINABILITY

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Learning Unit 01 –DO NOT CUT THAT TREE!

IDENTIFICATION	
TITLE	Do not cut that tree!
SCHOOL LEVEL	Kindergarten
CONTEXT	<ul style="list-style-type: none"> o The learning activities will be implemented inside and outside the school. o No. min 10 max 20 students 5 years old.
NEED/PROBLEM TO BE TACKLED	<p>It is increasingly important to start raising awareness of environmental sustainability at an early age so that children are aware that their present actions can affect their future lives. The question asked of children attending kindergarten is: is there anything in your school or home that could damage the environment you live in?</p> <p>Through the implementation of this project, children will be able to learn:</p> <ul style="list-style-type: none"> ● How to consider nature as a place to be respected for a better life ● How to have responsible behaviours for ensuring the quality of life for all ● How to be aware of the relationship existing between the different elements of a wood, as a model of ecosystem.
TARGET INVOLVED	GROUP Students, teachers and trainers, local administrations, civic associations
METHODOLOGIES	<ul style="list-style-type: none"> ● Clinical interview ● Brainstorming ● Cooperative learning ● Role playing ● Individual work/reflection ● Circle time ● Team work



PLANNING	
MAIN OBJECTIVES (Learning objectives)	<ul style="list-style-type: none"> • Understanding the different actions where people engage in responsible behaviour to ensure the quality of life for all. • Become aware of the relationship between the different elements of a wood as a model ecosystem. • Understanding the importance of environmental protection to defend the planet. • Building the sense of common responsibility • Being able to work in team
GLOBAL CITIZENSHIP LEARNING OBJECTIVES¹ (Service objectives)	<p>Pre-primary & lower primary (5-9 years):</p> <ul style="list-style-type: none"> • <i>Know about local, national and global issues, governance systems and structures:</i> Describe how the local environment is organised and how it relates to the wider world, and introduce the concept of citizenship. • <i>Understand the interdependence and connections of global and local concerns:</i> List key local, national and global issues and explore how these may be connected. • <i>Enact appropriate skills, values, beliefs and attitudes:</i> Explore possible ways of taking action to improve the world we live in. • <i>Demonstrate personal and social responsibility for a peaceful and sustainable world:</i> Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour. • <i>Develop motivation and willingness to care for the common good:</i> Recognise the importance and benefits of civic engagement.
KEY COMPETENCES FOR LIFELONG LEARNING	<ul style="list-style-type: none"> • Numerical, scientific skills • Interpersonal skills and the ability to adopt new competences • Active citizenship • Entrepreneurship • Cultural awareness and expression
SUBJECTS INVOLVED	<ul style="list-style-type: none"> • Sciences • Geography • Arts

¹ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



IMPLEMENTATION

DESCRIPTION OF THE ACTIVITIES	PHASE 0:	
	Objective: to know the pupils' understanding of their relationship with nature.	
	What the teacher does	What pupil does
	1. In order to introduce the topic, he/she asks the pupils to get into circle time, explains how Clinical Interview works: <ul style="list-style-type: none"> <i>o What do you think when you heard the word "environment"?</i> <i>o What is a wood for you?</i> <i>o What's in a wood?</i> <i>o What is the wood for?</i> 2. Teacher asks pupils to draw a wood putting all the elements they think to find in it.	1. He/she arranges in circle time and listens Answers the questions one by one. 2. He/she draws a wood.
	PHASE 1	
	Objective: becoming aware of the relationship between the different elements of the wood as a model ecosystem.	
	What the teacher does	What pupil does
	1. The teacher creates a reading area putting the chairs in circle and he/she sits down with the pupils. Teacher shows a picture book that help children approach drawing (e.g. "Do not cut that tree" written by Fuad Aziz in Italian language, but it is possible to look for any other book which talks about woods). 2. Teacher asks pupils to observe the cover and asks them why the tree should not be cut. 3. He/she matches the image with the text and reads it by using a tone that evokes the fable. 4. He/she asks pupils: <ul style="list-style-type: none"> <i>- Which is the environment needed for the little birds?</i> <i>- What happens if the birds no longer have a tree?</i> <i>- What happens to the humans if a lot of trees are cut down? What will they miss?</i> 	1. He/she sits in circle time, picks up the book, leafs through it, looks at it with his/her classmates. 2. He/she makes assumptions. 3. He/she listens. 4. He/she answers, listens the other answers and compares his/her opinions with the others.



PHASE 2:

Objective: **Analysis of the text' elements**

What the teacher does	What pupil does
<p>1. Teacher identifies the sequences of the story and draws them on the blackboard to build a scenario to work on with the children:</p> <ul style="list-style-type: none"> o the tree is the hero o the king is the anti-hero o the king orders to cut down the tree and breaks the initial situation o the king's advisor reinforces the order o the hero's assistants (little birds and robin) go to live in the tree and prevent the king's order. o the thieving magpie takes the earring from the princess o the princess does not find the earring o the magpie returns the earring and as a reward the tree is not cut down; the initial order is restored o hero's victory. <p>2. Teacher asks children to act out the fable following the outline given.</p>	<p>1. He/she listens and looks at the drawing on the blackboard.</p> <p>2. The children get arranged: one child plays the role of the tree, and then the others play the role of the king, the advisor, the birds, the robin, the princess and the thieving magpie. One child plays the part of the narrator (the parts are memorized freely).</p>

PHASE 3

Objective: **to explore the relationship between man and nature through games**

What the teacher does	What pupil does
<p>1. He/she accompanies the children to a nearby wood and explain the "Human Forest" game to them (Annex A).</p>	<p>1. He/she goes into the wood and follows the instructions to play the game "Human Forest".</p>



2. At the end of the game asks:
- *How did it feel to mime your tree?*
 - *What did the contact with the tree require?*

Or he/she proposes the game "The forest people and the explorers" (**Annex B**).

At the end of the game he asks:

- *How did you feel as forest people?*
- *How did you avoid damaging nature?*

2. He/she answers questions and listens classmates' answers.

He/she goes into the forest and follows the instructions to play the game "The forest people and the explores".

He/she answers questions and listens classmates' answers.

ANNEX A)

THE HUMAN FOREST

Objective: focusing, observation, identification, body expression

Place: nearby wood

Participants: maximum 20

Duration: 10-20 minutes

INSTRUCTIONS

Each participant chooses a tree in the wood that they like or that inspires them the most, they try to feel this tree by observing it and then leaning their back against its trunk to become part of the tree. After about ten minutes of concentration, everyone returns slowly and without speaking to the starting point where each person begins to mime and represent their tree so that the whole group creates a large human forest. The facilitator could give stimuli by guiding the group along the four seasons through a summer breeze or an autumn storm. The game ends when a cycle of four seasons is completed.

NOTES

The game requires a calm and concentrated atmosphere. It is an activity that helps to tune in to nature and open all the senses to it. The exercise could also be played indoors, which requires constant guidance by the facilitator.

ANNEX B)

THE FOREST PEOPLE AND EXPLORERS

Objective: ability to blend in, integrate and merge with the natural world, listening, observation and exploration.

Place: woodland

Material: scotch tape, natural colours such as charcoal, clay, string and scissors

Participants: no fewer than four



Age: 5 years and older

Duration: at least one hour

INSTRUCTIONS:

This game encourages people to camouflage themselves and become one with the wood. Only in this way the Forest People can escape from the Explorers, and the latter can remain unseen and thus surprise the Forest People.

The children are divided into two groups: the Forest People and the Explorers. They have at their disposal a wood, preferably a dense one, in which the limits within which they play have been marked out. This is the wood inhabited by the Forest People, who must now manage to hide from the Explorers. The only way to escape is to camouflage themselves. For this purpose they have a few tricks and all the natural objects in the wood at their disposal, while avoiding damaging nature in any way. Explorers, on the other hand, can be recognised by a coloured handkerchief around their arm.

The game starts when the Forest People have put on their make-up and got to know the forest. At this point, the Explorers start looking for the members of the Forest People. The whole game is played in absolute silence, as it is in the interest of each team not to be overheard by the other. When an Explorer spots a Forest Dweller then shouts. This is the only way he can signal to his teammates that a member of the other team has been found, and to see how many items still need to be spotted. Each spotted member of the Forest People must be taken to a pre-determined place.

It would be better to set a time limit on the game, so that it ends even if not all of the Forest People have been found.

NOTES

The playing area can be more or less developed depending on the age of the participants; the younger they are the smaller the area.

PHASE 4

Objective: **to transfer acquired knowledge.**

What the teacher does	What pupil does
<ol style="list-style-type: none"> 1. Teacher suggests to share the lessons learnt with other school's groups and proposes a questionnaire to be administered. 2. He/she reads the results of the questionnaires and supports pupils in the implementation of the service learning project (activity based on the results of questionnaires) 	<ol style="list-style-type: none"> 1. The pupils: <ul style="list-style-type: none"> - Define the questions to be included in the questionnaire; - Administer it among other school' groups; 2. Pupils, based on the questionnaire' results: <ul style="list-style-type: none"> - Decide how to prepare the service learning project - Design the project - Carry out the project - Share their work with other school' groups



PHASE 5

Objective: **Strengthening acquired knowledge**

What the teacher does	What pupil does
<ol style="list-style-type: none"> 1. Teacher reviews the didactic pathway carried out and focuses on key concepts. 2. He/she invites students to self-evaluate the degree of knowledge they have attained by asking some stimulus questions such as: <ul style="list-style-type: none"> o <i>Did the task seem interesting to you? Why yes / why not</i> o <i>Which phase did you find most interesting or least interesting and why?</i> o <i>What would you have liked to do differently than the teacher's proposal?</i> o <i>What message impressed you the most?</i> 	<ol style="list-style-type: none"> 1. He/she becomes aware of the cognitive enhancement acquired during the educational process. 2. He/she answers questions and presents them to other classmates.

RESOURCES

- o Human resources: teachers.
- o Financial resources: not applicable.
- o Possible partnerships with community actors: local environmental associations, forester, associations responsible for the maintenance of the local green surfaces.



<p>SETTING OF THE ACTIVITIES</p>	<p>In classroom:</p> <p>The students listen the story and role play the characters. They prepare the questionnaire, collect the results and implement the service learning project based on the results.</p> <p>Outside the classroom:</p> <p>Visit to a nearby wood and .participation to the game proposed by the teacher.</p>
<p>EVALUATION AND DISSEMINATION</p>	
<p>EVALUATION ELEMENTS</p>	<p>At the end of the Learning Unit, the student should be able to understand:</p> <ul style="list-style-type: none"> o How to become aware of the relationship between the different elements of the wood as a model ecosystem o What is the impact of the trees cut on the human life. o How they can avoid to damage the nature.
<p>EVALUATION TOOLS</p>	<ul style="list-style-type: none"> o Self-assessment questionnaire (Annex 1) o Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 12-15 years (Annex 2)
<p>DISSEMINATION ACTIVITIES</p>	<p>Final event at the school.</p>
<p>DISSEMINATION TOOLS</p>	<p>Design of invitation to the final event.</p>

**Annex 1****Area: ENVIRONMENTAL SUSTAINABILITY****Learning Unit 01: Do not cut that tree!****SELF-ASSESSMENT QUESTIONNAIRE**

Question	Answer
1. What is the meaning of "environment"?	
2. What is a wood and what is it for?	
3. What happens to the humans if a lot of trees are cut down?	
4. How do you avoid damaging nature?	
5. Did the implemented project seem interesting to you? Why yes / why not	
6. Which phase did you find most interesting or least interesting and why?	
7. What did you learn that did not know before?	

Teacher can add further questions he/she believes relevant for the student' evaluation.



Annex 2

Area: **ENVIRONMENTAL SUSTAINABILITY** Learning Unit 01: **Do not cut that tree!**

EVALUATION GRID²

Lower secondary education (5-9 years)

Learning objective	Key Themes	Score (1 to 10)
Describe how the local environment is organised and how it relates to the wider world, and introduce the concept of citizenship	The self, family, school, neighbourhood, community, country, the world.	
	How the world is organised (group, communities, villages, cities, countries, regions).	
	Relationships, membership, rule-making and engagement (family, friends, school, community, country, the world).	
	Why rules and responsibilities exist and why they may change over time.	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
List key local, national and global issues and explore how these may be connected	Issues affecting the local community (environmental, social, political, economic or other).	
	Similar or different problems faced in other communities in the same country and in other countries.	
	Implications of global issues for the lives of individuals and communities.	
	How the individual and the community affect the global community.	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Explore possible ways of taking action to improve the world we live in	How our choices and actions can make our home, school community, country and planet a better place to live and can protect our environment.	

² “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



	Learning to work together (collaborative projects on real life issues in the community – e.g. working with others to collect and present information and using different methods to communicate findings and ideas).	
	Decision-making and problem-solving skills.	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour	Values of care and respect for ourselves, others and our environment	
	Individual and community resources (cultural, economic) and concepts of rich/poor, fair/unfair	
	Interconnections between humans and the environment	
	Adopting sustainable consumption habits	
	Personal choices and actions, and how these affect others and the environment	
	Distinguishing between 'right' and 'wrong', and giving reasons for our choices and judgements	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Recognise the importance and benefits of civic engagement	Benefits of personal and collective civic engagement	
	Individuals and entities that are taking action to improve the community (fellow citizens, clubs, networks, groups, organisations, programmes, initiatives)	
	The role of children in finding solutions to local, national and global challenges (within the school, family, immediate community, country, planet)	
	Forms of engagement at home, school, community as basic aspects of citizenship	
	Engaging in dialogue and debate	
	Taking part in activities outside the classroom	
	Working effectively in groups	
AVERAGE SCORE		



TOTAL AVERAGE SCORE



Learning Unit 02 - Green garden for a healthy life

IDENTIFICATION	
TITLE	Green garden for a healthy life
SCHOOL LEVEL	Primary school
CONTEXT	<ul style="list-style-type: none"> o The learning activities will be implemented inside and outside the school. o No. 15-20 students attending third grade 8-9 years old. o Involved Teachers: Science, Geography, Art, Maths, Civic Education, English language, National language
NEED/PROBLEM TO BE TACKLED	<p>Nowadays, most of the students don't follow a healthy nutritional pattern, abusing of pre-cooked snacks and processed meals. Therefore, a significant percentage does not have any knowledge about some food origins and components. We would like to encourage them to get a deep conscious and to be awareness about how the food is produced from the plant to the table, and the vital importance to reduce the CO² footprint, trying to buy local products, reducing the contaminant hazards generated by the transportation. Even, having our local fruits and vegetables we also contribute with a significant plastic usage reduction. In the other hand, we can compare how the society habits have changed in the last 2 generations. For example, what foods did my grandparents eat during their childhood? Are there any similarities with my current habits? Which one are better?</p>
TARGET INVOLVED	GROUP Students, teachers and trainers, parents and grandparents, local administration, civic associations
METHODOLOGIES	<ul style="list-style-type: none"> ● Clinical interview ● Brainstorming ● Cooperative learning ● Circle time ● Team work



PLANNING	
MAIN OBJECTIVES (Learning objectives)	<ul style="list-style-type: none"> ● To understand the importance of having a proper nutrition to stay healthy ● To understand the environmental impact of certain crops ● To understand the need for non-industrial crops for the protection of the environment and for the common well-being ● To teach how to plant fruits and vegetables ● To learn the name of the fruits and vegetables ● To help persons in needs providing low-cost food ● To stress the importance of healthy nutrition ● To build the sense of common responsibility ● Team working
GLOBAL CITIZENSHIP LEARNING OBJECTIVES³ (Service objectives)	<p>Pre-primary & lower primary (5-9 years):</p> <ul style="list-style-type: none"> ● <i>Develop skills for critical inquiry and analysis:</i> Name different sources of information and develop basic skills for inquiry. ● <i>Cultivate and manage identities, relationships and feeling of belongingness:</i> Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills. ● <i>Share values and responsibilities based on human rights:</i> Illustrate differences and connections between different social groups. ● <i>Enact appropriate skills, values, beliefs and attitudes:</i> Explore possible ways of taking action to improve the world we live in. ● <i>Demonstrate personal and social responsibility for a peaceful and sustainable world:</i> Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour.
KEY COMPETENCES FOR LIFELONG LEARNING	<ul style="list-style-type: none"> ● Literacy ● Multilingualism ● Numerical, scientific and engineering skills ● Digital and technology-based competences ● Interpersonal skills and the ability to adopt new competences ● Active citizenship

³ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



SUBJECTS INVOLVED	<ul style="list-style-type: none"> ● Geography ● History ● National language ● Science ● Mathematics 								
IMPLEMENTATION									
DESCRIPTION OF THE ACTIVITIES	<p>PHASE 0: Objective: to detect pupils' existing knowledge about nutrition.</p> <table border="1" data-bbox="432 689 1407 1339"> <thead> <tr> <th style="background-color: #d9ead3;">What the teacher does</th> <th style="background-color: #d9ead3;">What pupil does</th> </tr> </thead> <tbody> <tr> <td> 1. In order to introduce the topic, he/she asks the pupils to get into circle time, explains the mode and function of conducting Clinical Interview: <ul style="list-style-type: none"> o <i>What does the word "nutrition" bring to mind?</i> o <i>What do you eat?</i> o <i>Why do you eat?</i> o <i>When do you eat?</i> o <i>What would happen if you didn't eat?</i> o <i>What would happen if you ate only protein?</i> o <i>How does what you eat affect the environment?</i> o <i>Why?</i> </td> <td> 1. He/she arranges in circle time and listens Answers the questions one by one. </td> </tr> </tbody> </table> <p>PHASE 1 Objective: understanding how the nutrition has changed over time</p> <table border="1" data-bbox="432 1585 1407 2016"> <thead> <tr> <th style="background-color: #d9ead3;">What the teacher does</th> <th style="background-color: #d9ead3;">What pupil does</th> </tr> </thead> <tbody> <tr> <td> 1. The teacher suggests watching a film on nutrition from ancient civilizations to the present day. 2. The teacher asks to analyze and understand the film through some questions: <ul style="list-style-type: none"> o <i>What did people eat in ancient times?</i> o <i>Why do you think?</i> </td> <td> 1. He/she listens 2. The pupil answers questions and then shares the results with other classmates while respecting everyone's opinions. </td> </tr> </tbody> </table>	What the teacher does	What pupil does	1. In order to introduce the topic, he/she asks the pupils to get into circle time, explains the mode and function of conducting Clinical Interview: <ul style="list-style-type: none"> o <i>What does the word "nutrition" bring to mind?</i> o <i>What do you eat?</i> o <i>Why do you eat?</i> o <i>When do you eat?</i> o <i>What would happen if you didn't eat?</i> o <i>What would happen if you ate only protein?</i> o <i>How does what you eat affect the environment?</i> o <i>Why?</i> 	1. He/she arranges in circle time and listens Answers the questions one by one.	What the teacher does	What pupil does	1. The teacher suggests watching a film on nutrition from ancient civilizations to the present day. 2. The teacher asks to analyze and understand the film through some questions: <ul style="list-style-type: none"> o <i>What did people eat in ancient times?</i> o <i>Why do you think?</i> 	1. He/she listens 2. The pupil answers questions and then shares the results with other classmates while respecting everyone's opinions.
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<ul style="list-style-type: none"> <i>o What has changed over time?</i> <i>o Why do you think?</i> <ol style="list-style-type: none"> 3. He/she suggests preparing a mind map with the different answers. 4. He/she asks them to prepare a questionnaire to be given to the grandparents in order to compare their answers with what they saw in the film. 5. He/she asks them to administer the questionnaire to their grandparents and then analyses their responses. 	<ol style="list-style-type: none"> 3. The pupil, together with the classmates, writes down his answers. 4. Pupils divided into groups prepare the questions of the questionnaire. Each group shares their draft questionnaire with the other groups and identify the final version. 5. The pupil administers the questions to the family, shares the answers in class, and finally enters the data into a table and speculates on why the nutrition has changed.
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PHASE 2:

Objective: to understand how nutrition affects the environment

What the teacher does	What pupil does
1. Provides detailed handouts about the environmental and health effects of selected productions	1. Group work: reads, discusses, and shares with class group



PHASE 3

Objective: to know the different cultivation methods of vegetables and / or legumes

What the teacher does	What pupil does
<p>1. He/she guides children to a local garden and ask the farmer to explain how certain types of vegetables are grown using traditional methods.</p>	<p>1. He/she observes, listens, and asks questions.</p>
<p>2. After returning to the classroom, he/she invites pupils to draw or research pictures related to the stages of salad cultivation:</p> <ul style="list-style-type: none"> <i>o soil preparation</i> <i>o sowing</i> <i>o irrigation</i> <i>o fertilization</i> <i>o Harvesting</i> 	<p>2. He/she draw or research pictures about the steps involved in salad cultivation.</p>
<p>3. He/she prepares a poster board including the steps of growing a salad.</p>	<p>3. Together with their mates, he/she pastes the drawings to the poster board.</p>
<p>4. He/she shows some pictures of the production of vegetables in the greenhouse and invite pupils to notice the two different types and harvest with questions like:</p> <ul style="list-style-type: none"> <i>o Where is the vegetable grown in the poster?</i> <i>o And the one you see now?</i> <i>o Who is the vegetable stored in the greenhouse produced by?</i> <i>o Where can it come from?</i> 	<p>4. He/she looks at the pictures, answers the questions, and understands that:</p> <ul style="list-style-type: none"> - there are different ways to grow vegetables; - there is the traditional one and the greenhouse one - greenhouse vegetables can be produced by very rich people.
<p>5. He/she completes the discussion by presenting bags of some types of vegetables packaged and distributed by very large Industries, working in many countries and called Multinationals.</p>	<p>5. He/she listens, observes and notes that there are large industries called Multinationals that grow, harvest produce and market bags of vegetables all around the world.</p>



PHASE 4

Objective: to know the effects on your health and the environment of using different methods of cultivating vegetables.

What the teacher does	What pupil does
1. He/she divides the class into 5 groups and assigns each group a text related to this topic and focused on bagged and greenhouse-grown vegetables.	1. He/she reads, discusses, synthesizes, and presents to the plenary class group
2. He/she divides the students into two groups, one in favour of industrial crops and the other against, inviting them to express their opinions in turn, according to the rules and methods of the Debate approach.	2. The students divide into two groups, analyze the material related to the assigned position and prepare their speech. The pupil participates in discussion while respecting the timing and opinions of others.
3. At the end, the teacher asks to share what pupils understood and what they felt during the experience.	3. The pupil expresses his/her own point of view while respecting that of others.

PHASE 5

Objective: Service Learning

What the teacher does	What pupil does
1. He/she asks for a questionnaire to be filled out among family members and schoolmates to convey what has been learned.	1. Pupils prepare a draft questionnaire then share it with the others in order to identify the final version. They administer the questionnaire and analyze the results.
2. He/she supports the pupils in planning and carrying out the chosen project	2. He/she plans, designs and implements the chosen project and disseminate what has been learned 3. Shows the work carried out



	<p>3. He/she coordinates the pupils in the presentation of the completed project</p> <p>PHASE 6</p> <p>Objective: analysis of the didactic pathway</p> <table border="1"> <thead> <tr> <th data-bbox="432 499 932 539">What the teacher does</th> <th data-bbox="932 499 1414 539">What pupil does</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 539 932 1182"> <ol style="list-style-type: none"> 1. He/she reviews the didactic pathway carried out and focus on key concepts. 2. He/she invites the students to self-evaluate the degree of knowledge they have attained by asking some stimulus questions such as: <ul style="list-style-type: none"> o <i>Did the task seem interesting to you? Why yes / why not</i> o <i>Which phase did you find most interesting or least interesting and why?</i> o <i>What would you have liked to do differently than the teacher's proposal?</i> o <i>What message impressed you the most?</i> </td> <td data-bbox="932 539 1414 1182"> <ol style="list-style-type: none"> 1. Become aware of the cognitive increase acquired during the educational process. 2. He/she shows his/her personal impressions. </td> </tr> </tbody> </table>	What the teacher does	What pupil does	<ol style="list-style-type: none"> 1. He/she reviews the didactic pathway carried out and focus on key concepts. 2. He/she invites the students to self-evaluate the degree of knowledge they have attained by asking some stimulus questions such as: <ul style="list-style-type: none"> o <i>Did the task seem interesting to you? Why yes / why not</i> o <i>Which phase did you find most interesting or least interesting and why?</i> o <i>What would you have liked to do differently than the teacher's proposal?</i> o <i>What message impressed you the most?</i> 	<ol style="list-style-type: none"> 1. Become aware of the cognitive increase acquired during the educational process. 2. He/she shows his/her personal impressions.
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<p>RESOURCES</p>	<ul style="list-style-type: none"> o Human resources: teachers, farmers available to explain the cultivations' methods. o Financial resources: sale of organic products in cooperation with the organic farm o Possible partnerships with community actors: local organic farms, local associations of direct farmers 				
<p>SETTING OF THE ACTIVITIES</p>	<p>In classroom:</p> <p>The students would gather information about bio gardening and the needs of specific fruits and vegetables.</p> <p>Prepare the plan and steps of the process of planting.</p> <p>Division of tasks among groups.</p> <p>Outside the classroom:</p> <p>Visit to organic farm and supermarket.</p>				



EVALUATION AND DISSEMINATION	
EVALUATION ELEMENTS	<p>At the end of the Learning Unit, the pupil should be able to understand:</p> <ul style="list-style-type: none"> o how the nutrition has changed over time o how nutrition affects the environment o the different cultivation methods of vegetables and / or legumes o the effects of different vegetables cultivation methods on his/her health and the environment o how to show what he/she learnt to the family and the community
EVALUATION TOOLS	<ul style="list-style-type: none"> o Self-assessment questionnaire (Annex 1) o Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 5-9 years (Annex 2)
DISSEMINATION ACTIVITIES	Final event at the local organic farm
DISSEMINATION TOOLS	<p>Design of poster.</p> <p>Production of final video including all the learning process to be uploaded in the school website.</p>



Annex 1

Area: **ENVIRONMENTAL SUSTAINABILITY**
Learning Unit 02: **Green garden for a healthy life**

SELF-ASSESSMENT QUESTIONNAIRE

Question	Answer
1. What is the meaning of "nutrition"?	
2. Why do you think it is important to have a correct diet?	
3. How does what you eat affect the environment?	
4. What are the different methods of vegetable cultivation?	
5. How do cultivation methods affect the environment?	
6. What are the main differences between industrial and traditional cultivations?	
7. Which do you think are better for the safety of environment?	
8. Did the project seem interesting to you? Why yes / why not	
9. Which phase did you find most interesting or least interesting and why?	
10. What did you learn that did not know before?	

Teacher can add further questions he/she believes relevant for the student' evaluation.



Area: ENVIRONMENTAL SUSTAINABILITY
Learning Unit 02: Green garden for a healthy life

EVALUATION GRID⁴

Pre-primary & lower primary (5-9 years)

Learning objective	Key Themes	Score (1 to 10)
Name different sources of information and develop basic skills for inquiry	<p>Different sources of information and collecting information using a range of tools and sources (friends, family, local community, school, cartoon, stories, films, news)</p> <p>Listening and communicating accurately and clearly (communication skills, languages)</p> <p>Identifying key ideas and recognising different perspectives</p> <p>Interpreting messages, including complex or conflicting messages</p> <p style="text-align: center;">AVERAGE SCORE</p>	
Learning objective	Key Themes	Score (1 to 10)
Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills	<p>Self-identity, belonging and relationships (self, family, friends, community, region, country)</p> <p>Where I live and how my community links to the wider world</p> <p>Self-worth and the worth of others</p> <p>Approaching others and building positive relationships</p> <p>Recognizing emotions in self and others</p> <p>Asking for and offering help</p> <p>Communication, cooperation concern and care for others</p>	

⁴ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Illustrate differences and connections between different social groups.	<p>Similarities and differences within and between cultures and societies (gender, age, socio-economic status, marginalised populations)</p> <p>Connections between communities</p> <p>Common basic needs and human rights</p> <p>Valuing and respecting all human and living beings, the environment and things</p> <p style="text-align: center;">AVERAGE SCORE</p>	
Learning objective	Key Themes	Score (1 to 10)
Explore possible ways of taking action to improve the world we live in	<p>How our choices and actions can make our home, school community, country and planet a better place to live and can protect our environment</p> <p>Learning to work together (collaborative projects on real life issues in the community – e.g. working with others to collect and present information and using different methods to communicate findings and ideas)</p> <p>Decision-making and problem solving skills</p> <p style="text-align: center;">AVERAGE SCORE</p>	
Learning objective	Key Themes	Score (1 to 10)
Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour	<p>Values of care and respect for ourselves, others and our environment</p> <p>Individual and community resources (cultural, economic) and concepts of rich/poor, fair/unfair</p> <p>Interconnections between humans and the environment</p> <p>Adopting sustainable consumption habits</p> <p>Personal choices and actions, and how these affect others and the environment</p> <p>Distinguishing between “right” and “wrong” and giving reasons for our choices and judgements</p> <p style="text-align: center;">AVERAGE SCORE</p>	



TOTAL AVERAGE SCORE



Learning Unit 03 – What do you eat?

IDENTIFICATION	
TITLE	What do you eat?
SCHOOL LEVEL	Junior secondary school
CONTEXT	<ul style="list-style-type: none"> o The learning activities will be implemented inside and outside the school. o No. min 20 students 12-15 years old. o Involved Teachers: Science, Geography, Art, Maths, Civic Education, National language, IT
NEED/PROBLEM TO BE TACKLED	<p>Although younger generation (Generation Z aged 18-24 years old) is very concerned with the issue of environmental sustainability, teens in the lower age group still do not question whether their eating habits may be impacting their health and the environment.</p> <p>The question is: What is there at your school and home that may not be sustainable for the environment?</p> <p>By addressing this topic students:</p> <ul style="list-style-type: none"> ● will be aware of how their current actions can affect the future generations ● will feel emotionally more involved/engaged in the issue by thinking about their home habits ● will develop new skills, namely creativity, entrepreneurship, reflection, self-awareness ● will be trained to become an aware and critical consumer for the protection of their own health and the environment
TARGET INVOLVED	GROUP Students, teachers and trainers, local administration, civic associations
METHODOLOGIES	<ul style="list-style-type: none"> ● Clinical interview ● Brainstorming ● Cooperative learning ● Role playing ● Individual work/reflection ● Team work



PLANNING	
<p>MAIN OBJECTIVES (Learning objectives)</p>	<ul style="list-style-type: none"> ● To learn how to analyze a food advertisement ● To become aware of the risks of consuming pre-packaged foods linked to advertising messages ● To become aware of the social and environmental costs of the transformations linked to the marketing and sale of Multinational Food Companies. ● To understand the importance of responsible and critical consumption for their own health and the well-being of the environment ● To build the sense of common responsibility ● Team working
<p>GLOBAL CITIZENSHIP LEARNING OBJECTIVES⁵ (Service objectives)</p>	<p>Lower secondary (12-15 years):</p> <ul style="list-style-type: none"> ● <i>Know about local, national and global issues, governance systems and structures:</i> Discuss how global governance structures interact with national and local structures and explore global citizenship. ● <i>Understand the interdependence and connections of global and local concerns:</i> Assess the root causes of major local, national and global issues and the interconnectedness of local and global factors. ● <i>Share values and responsibilities based on human rights:</i> Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups. ● <i>Enact appropriate skills, values, beliefs and attitudes:</i> Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues. ● <i>Demonstrate personal and social responsibility for a peaceful and sustainable world:</i> Analyse the challenges and dilemmas associated with social justice and ethical responsibility and consider the implications for individual and collective action. ● <i>Develop motivation and willingness to care for the common good:</i> Develop and apply skills for active engagement and take action to promote common good.
<p>KEY COMPETENCES FOR LIFELONG LEARNING</p>	<ul style="list-style-type: none"> ● Literacy ● Numerical, scientific skills ● Digital and technology-based competences ● Interpersonal skills and the ability to adopt new competences ● Active citizenship

⁵ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



	<ul style="list-style-type: none"> • Entrepreneurship • Cultural awareness and expression
SUBJECTS INVOLVED	<ul style="list-style-type: none"> ● National language ● Mathematics ● Sciences ● Geography ● Arts ● IT

IMPLEMENTATION

DESCRIPTION OF THE ACTIVITIES	<p>PHASE 0: Objective: to detect students' existing knowledge about consumer choices.</p>	
	<p align="center">What the teacher does</p>	<p align="center">What pupil does</p>
	<p>1. In order to introduce the topic, he/she asks the pupils to get into circle time, explains how Clinical Interview works:</p> <ul style="list-style-type: none"> o <i>What does the word "nutrition" bring to mind?</i> o <i>What is the purpose of feeding yourself?</i> o <i>When you buy or ask to buy food, what criteria do you follow? Why?</i> o <i>When you buy a snack from the vending machines at school and in shopping malls, what information do you look for?</i> o <i>Where does what we eat come from?</i> o <i>Who or what was it before it was "food"?</i> o <i>How was it raised or grown?</i> o <i>How did it get to you?</i> o <i>What effects does it have on your body or health?</i> o <i>What about the environment?</i> o <i>What about rights?</i> <p>2. He/she prepares a mind map containing the different answers</p> <p>3. He/she asks students to analyse their responses.</p>	<p>1. Arranges in circle time and listens</p> <p>Answers the questions one by one.</p> <p>2. He/she prepares, together with classmates, a poster representing the mind map.</p> <p>3. He/she analyses the responses and presents his/her opinion.</p>



PHASE 1

Objective: **analysis of a food advertisement**

What the teacher does	What pupil does
<ol style="list-style-type: none"> The teacher shows students an advertisement for a fast-food chain (e.g. McDonald's.) and invites them to observe it by asking what message they are feeling. Divide the class into groups consisting of four students (A, B, C, D) and assign roles for reading the advertising text: <ul style="list-style-type: none"> student A must analyze the images (What do you see? Who is in the foreground? What colour predominate? why?). student B must analyze the direct message given by the verbal text, also noting the different function of the graphics student C must summarize information student D must collect all the data and make a short article about the poster of the street food chain. He/she invites students to read the articles by initiating a class debate in order to decide which way of <i>identification</i>, <i>information</i> and <i>conviction</i> generated the advertising poster. 	<ol style="list-style-type: none"> He/she observes and participates in the debate by exposing the impressions he receives from a first reading. He/she carries out assigned role in group. He/she reads his/her group' article, listens the articles written by the other groups, debates about different point of views and contributes to the development of a common advertising poster.

PHASE 2:

Objective: **to know the production process of a food-object**

What the teacher does	What pupil does
<ol style="list-style-type: none"> Resuming the previous step, he points out how the advertising message has shifted the focus from the main food (hamburger) to other "items" such as salad, tomato and cheese produced in 	<ol style="list-style-type: none"> He/she listens and asks clarification questions if needed.



<p>places far away from where bovines are raised.</p> <p>2. He divides the class into 3 groups asking them to analyze the following points:</p> <ul style="list-style-type: none"> - What is the fast-food chain (with special reference to the multinational aspect)? - Where are the animals that the fast-food chain turns into food raised? - How do the vegetables in sandwiches stay fresh? <p>3. He/she invites students to report the information, discuss it and make a shared class poster.</p> <p>4. He/she suggests visiting an industrial animal farm linked to a multinational corporation or viewing a video of it, and visiting an organic farm linked to sales for a small restaurant.</p> <p>5. He/she asks to share impressions and feelings about the experience.</p>	<p>2. He/she follows the instructions in order to accomplish the tasks required.</p> <p>3. He/she reports the information collected by his/her group. Listens the data presented by the other groups and summarises the main findings in a common class poster.</p> <p>4. He/she observes and takes notes.</p> <p>5. He/she shares the personal impressions and feelings.</p>
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PHASE 3

Objective: **to become aware of the risks of consuming pre-packaged foods linked to advertising messages**

What the teacher does	What pupil does
<p>1. He/she invites to reflect on the information collected in the previous phases and to underline the risks linked to the consumer's health and to the environment in a text entitled: "Environment and health in the civilization of McDonald's hamburgers or other multinational food chains".</p>	<p>1. On the basis of the previous phase information, he/she elaborates a text highlighting the elements that are dangerous to both consumer health and the environment.</p>



2. He/she invites reading of different assignments, discusses and integrates them with the class group.	2. He/she reads, listens and enhances his/her knowledge on fast food.
3. He/she invites students to report the collected information in an article.	3. He/she elaborates the article with the class group.

PHASE 4

Objective: **become aware of the social and environmental costs of the transformations linked to the marketing and sale of Multinational Food Companies.**

What the teacher does	What pupil does
<p>1. Teacher divides students into pairs; distributes a sheet on the history of the Amazon Indians and asks each pair to read and comprehend the text.</p> <p>2. He divides the class into two groups: one in favour of maintaining the natural environment of the rainforest to allow for the presence of the Indians, and one against it. He then moderates a "Talk-show" in which the students must take a position on the issue of the environmental and social costs of deforestation by the multinational food company McDonald's (or other large multinational corporation).</p> <p>3. He asks them to summarize their reflections in a class poster.</p>	<p>1. He/she arranges in pair, reads and exchanges information with partner.</p> <p>2. Listens to teacher prompts and participates in role play.</p> <p>3. He/she summarises reflections in a class poster.</p>

PHASE 5

Objective: **Service Learning**

What the teacher does	What pupil does
<p>1. He/she asks for a questionnaire to be filled out among family members and schoolmates to convey what has been learned.</p>	<p>1. Student prepares a draft questionnaire then shares it with the others in order to identify the final version. They administer the questionnaire and analyze the results.</p>



<p>2. Based on the results from the questionnaires, teacher supports students in planning and carrying out the project to be implemented at local level.</p> <p>3. He/she coordinates the students in the presentation of the completed project</p>	<p>2. He/she plans, designs and implements the chosen project and disseminate what has been learned.</p> <p>3. He/she presents the work carried out at the final event.</p>
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PHASE 6

Objective: **analysis of the didactic pathway**

What the teacher does	What pupil does
<p>1. Teacher reviews the didactic pathway carried out and focuses on key concepts.</p> <p>2. He/she invites students to self-evaluate the degree of knowledge they have attained by asking some stimulus questions such as:</p> <ul style="list-style-type: none"> o <i>Did the task seem interesting to you? Why yes / why not</i> o <i>Which phase did you find most interesting or least interesting and why?</i> o <i>What would you have liked to do differently than the teacher's proposal?</i> o <i>What message impressed you the most?</i> 	<p>1. He/she becomes aware of the cognitive enhancement acquired during the educational process.</p> <p>2. He/she shows his/her personal impressions.</p>

RESOURCES

- o Human resources: teachers, experts of a local organic farm.
- o Financial resources: sale of organic products in cooperation with the organic farm.
- o Possible partnerships with community actors: local organic farms, local associations of direct farmers, companies dealing with advertising graphics.



<p>SETTING OF THE ACTIVITIES</p>	<p>In classroom:</p> <p>The students analyse a food advertisement, gather information about a food production process.</p> <p>Division of tasks among groups.</p> <p>Outside the classroom:</p> <p>Visit to a local organic farm and industrial animal farm.</p> <p>Administration of the questionnaire to their families.</p>
<p>EVALUATION AND DISSEMINATION</p>	
<p>EVALUATION ELEMENTS</p>	<p>At the end of the Learning Unit, the student should be able to understand:</p> <ul style="list-style-type: none"> o which are the main elements in a food advertisement identify the risks of consuming pre-packaged foods linked to the advertising messages o which are the social and environmental costs of the transformations linked to the marketing and sale of Multinational Food Companies. o Identify the elements for a responsible consumption in order to protect the own health and environment.
<p>EVALUATION TOOLS</p>	<ul style="list-style-type: none"> o Self-assessment questionnaire (Annex 1) o Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 12-15 years (Annex 2)
<p>DISSEMINATION ACTIVITIES</p>	<p>Promotional materials.</p> <p>Final event at the school.</p>
<p>DISSEMINATION TOOLS</p>	<p>Design of a poster aimed at raising awareness about the importance of a responsible and critical consumption for their own health and the well-being of the environment.</p> <p>Elaboration of an article covering the learning process and including the main lessons learnt to be included in the school magazine.</p>



Annex 1

Area: **ENVIRONMENTAL SUSTAINABILITY** Learning Unit 02: **What do you eat?**

SELF-ASSESSMENT QUESTIONNAIRE

Question	Answer
1. What is the meaning of "nutrition"?	
2. Which are the main elements composing a food advertisement?	
3. What are the main steps of food production process?	
4. What are the main differences between industrial and organic meat production?	
5. What may be the risks of consuming pre-packaged foods linked to advertising messages?	
6. What are the social and environmental costs of the deforestation by the multinational food companies?	
7. Did the implemented project seem interesting to you? Why yes / why not	
8. Which phase did you find most interesting or least interesting and why?	
9. What did you learn that did not know before?	

Teacher can add further questions he/she believes relevant for the student' evaluation.



Annex 2

Area: **ENVIRONMENTAL SUSTAINABILITY** Learning Unit 02: **What do you eat?**

EVALUATION GRID⁶

Lower secondary education (12-15 years)

Learning objective	Key Themes	Score (1 to 10)
<p>Discuss how global governance structures interact with national and local structures and explore global citizenship</p>	<p>National context and its history, relationship, connection and interdependence with other nations, global organisations and the wider global context (cultural, economic, environmental, political).</p> <p>Global governance structures and processes (rules and laws, justice systems) and their interconnections with national and local governance systems.</p> <p>How global decisions affect individuals, communities and countries.</p> <p>Rights and responsibilities of citizenship in relation to global frameworks and how these are applied</p> <p>Examples of global citizens.</p> <p style="text-align: center;">AVERAGE SCORE</p>	
Learning objective	Key Themes	Score (1 to 10)
<p>Assess the root causes of major local, national and global issues and the interconnectedness of local and global factors</p>	<p>Shared local, national and global concerns and their underlying causes</p> <p>Changing global forces and patterns and their effects on people's daily lives</p> <p>How history, geography, politics, economics, religion, technology, media or other factors influence current global issues (freedom of expression, status of women, refugees, migrants, legacies of colonialism, slavery, ethnic and religious minorities, environmental degradation)</p> <p>How decisions made globally or in one part of the world can affect current and future well-being of people and the environment elsewhere</p>	

⁶ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
<p>Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups</p>	<p>Personal and shared values, how these may differ and what shapes them</p> <p>Importance of common values (respect, tolerance and understanding, solidarity, empathy, caring, equality, inclusion, human dignity) in learning to co-exist peacefully</p> <p>Commitment to promoting and protecting difference and diversity (social and environmental)</p> <p style="text-align: center;">AVERAGE SCORE</p>	
Learning objective	Key Themes	Score (1 to 10)
<p>Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues</p>	<p>Defining the roles and obligations of individuals and groups (public institutions, civil society, voluntary groups) in taking action</p> <p>Anticipating and analysing the consequences of actions</p> <p>Identifying actions taken to improve the community (political processes, use of the media and technology, pressure and interest groups, social movements, non-violent activism, advocacy)</p> <p style="text-align: center;">AVERAGE SCORE</p>	
Learning objective	Key Themes	Score (1 to 10)
<p>Analyse the challenges and dilemmas associated with social justice and ethical responsibility and consider the implications for individual and collective action</p>	<p>Different perspectives about social justice and ethical responsibility in different parts of the world, and the beliefs, values and factors that influence them</p> <p>How these perspectives may influence fair/unfair, ethical/unethical practices</p> <p>Effective and ethical civic engagement with global issues (compassion, empathy, solidarity, dialogue, caring and respect for people and the environment)</p> <p>Ethical dilemmas (child labour, food security, legitimate and non-legitimate forms of action such as use of violence) citizens face in undertaking their political and social responsibilities and their roles as global citizens</p> <p style="text-align: center;">AVERAGE SCORE</p>	



Learning objective	Key Themes	Score (1 to 10)
<p>Develop and apply skills for active engagement and take action to promote common good</p>	<p>Personal motivation and how this affects active citizenship Personal set of values and ethics to guide decisions and actions Ways to engage in addressing an issue of global importance in the community Proactively engaging in local, national and global initiatives Developing and applying necessary knowledge, skills, values and attitudes supported by universal values and principles of human rights Volunteering and service learning opportunities</p> <p>Networking (peers, civil society, non-profit organisations, professional representatives) Social entrepreneurship</p> <p>Adopting positive behaviour</p> <p>AVERAGE SCORE</p>	
<p>TOTAL AVERAGE SCORE</p>		



Learning Unit 04: Water: a precious resource!

IDENTIFICATION	
TITLE	Water: a precious resource!
SCHOOL LEVEL	Primary school
CONTEXT	<ul style="list-style-type: none"> o The learning activities will be implemented inside and outside the school. o No. 15-20 students attending third grade 8 years old. o Involved Teachers: Science, Geography, Maths, Civic Education, English language, National language
NEED/PROBLEM TO BE TACKLED	The water wastage in the world is an issue that needs to be addressed with great urgency as we are talking about a resource that is fundamental for the survival of our planet. It is important to raise the awareness of the new generations, starting from early age, to adopt daily actions in order to safeguard water as a common good and essential to life. It is also essential to understand the need to protect the water by not polluting it. Students should be aware that their present lifestyles can affect the future of the planet.
TARGET INVOLVED	<p>GROUP Students, teachers and trainers, parents.</p> <p>Stakeholders: environmental associations</p> <p>Beneficiaries: all the community</p>
METHODOLOGIES	<ul style="list-style-type: none"> ● Clinical interview ● Brainstorming ● Cooperative learning ● Groups work ● Circle time ● Team work
PLANNING	



<p>MAIN OBJECTIVES (Learning objectives)</p>	<ul style="list-style-type: none"> ● Understand what responsible behaviour people can have to guarantee the quality of life for all. ● To become aware of the relationship between the different elements of the aquatic environment as a model ecosystem. ● Understand the importance of safeguarding water to protect the planet. ● To know the value of fresh water in the planet ● To know the marsh and lake ecosystem ● To know some properties of water and the water cycle ● Assessing waste and pollutants
<p>GLOBAL CITIZENSHIP LEARNING OBJECTIVES⁷ (Service objectives)</p>	<p>Pre-primary & lower primary (5-9 years):</p> <ul style="list-style-type: none"> ● <i>Develop skills for critical inquiry and analysis:</i> Name different sources of information and develop basic skills for inquiry. ● <i>Share values and responsibilities based on human rights:</i> Illustrate differences and connections between different social groups. ● <i>Enact appropriate skills, values, beliefs and attitudes:</i> Explore possible ways of taking action to improve the world we live in. ● <i>Demonstrate personal and social responsibility for a peaceful and sustainable world:</i> Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour. ● <i>Develop motivation and willingness to care for the common good:</i> Recognise the importance and benefits of civic engagement
<p>KEY COMPETENCES FOR LIFELONG LEARNING</p>	<ul style="list-style-type: none"> ● Numerical, scientific skills ● Digital and technology-based competences ● Interpersonal skills and the ability to adopt new competences ● Active citizenship ● Entrepreneurship ● Cultural awareness and expression
<p>SUBJECTS INVOLVED</p>	<ul style="list-style-type: none"> ● Geography ● History ● National language ● Science ● Technology ● Music

⁷ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO

	<ul style="list-style-type: none"> ● Mathematics 				
IMPLEMENTATION					
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<p>health problems (choose a video in English).</p> <p>2. The teacher launches a discussion and reflection on the content of the video and asks pupils to collect ideas individually or in groups.</p> <p>3. He/she reads fairy tales about drinking water scarcity and wastage and asks for comprehension questions to be answered and then shared with the class.</p>	<p>2. He/she intervenes while respecting the timing and opinions of others; synthesises ideas with peers.</p> <p>3. He/she listens and answers questions, sharing them with classmates while respecting the times and opinions of others.</p>
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PHASE 2:

Objective: to understand the marsh and the lake

What the teacher does	What pupil does
1. He/she proposes watching a video on lake and marsh environments for flora and fauna.	1. He/she watches the video
2. He/she opens a discussion on what has been seen through guiding questions.	2. He/she participates in the discussion
3. He divides the class into groups and hands out information and iconographic sheets to identify the essential elements and define them. He/she asks for the work produced to be shown to the class.	3. He/she divides into groups and together with the group members analyses and synthesises the sheets, identifying the essential elements. Each group presents its work
4. He/she proposes the collective gathering of the study contents in forms defined with the students.	4. He/she participates in the gathering of the contents

PHASE 3

Objective: to know the water cycle

What the teacher does	What pupil does
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1. He/she shows a picture of the water cycle and discusses the phases with the students.
2. He/she asks them to divide into groups and to represent the different stages on posters which will be put up in the halls of the school.

1. He/she observes the picture and participates in the discussion
2. He/she divides into groups and elaborates the posters.

PHASE 4

Objective: to know some of water characteristics.

What the teacher does	What pupil does
1. He/she opens a discussion on the guiding question: Can a living being walk on water?	1. He/she joins the discussion
2. He/she proposes watching a video on hydrometers.	2. He/she watches the video
3. He/she proposes a laboratory experience on surface tension (coins in a glass).	3. He/she participates and observes the experiment
4. He/she launches a discussion where the conclusions are analysed and summarised on a poster.	4. He/she participates in the discussion and summarises the conclusions on a poster.

PHASE 5

Objective: to learn about some water pollutants

What the teacher does	What pupil does
1. He/she presents floating aquatic plants, focusing on analysis, nomenclature, life,...	1. He/she watches
2. He/she encourages the pupils to make a comparison between hydrometers and water plants.	2. He/she compares
3. He/she sets up a laboratory activity using soap drops to test what happens to plants or laboratory experiences with floating pepper (or other similar experiments).	3. He/she participates in the experiment and the discussion about what happens to plants
	4. He/she divides into groups and prepares a poster summarising the



4. He/she asks to divide into groups and reflect on the polluting action of soaps and the death of living beings.

polluting effects of soaps and the death of living beings

PHASE 6

Objective: Recognising the presence of water in food: the water footprint

What the teacher does	What pupil does
<ol style="list-style-type: none"> 1. He/she proposes a video concerning the presence of water in food, together with tables asking the students to decode the data and calculate the percentages (group work). 2. He/she asks each group to explain what they have found. 3. He/she suggests the students draw a picture of what they have seen in order to consolidate their knowledge. 	<ol style="list-style-type: none"> 1. He/she watches the video, divides into groups and decodes the tables by calculating percentages. 2. He/she explains 3. He/she draws what they have learnt

PHASE 7

Objective: Recognising the beauty of water: exploring the meaning of water in poetic texts

What the teacher does	What pupil does
<ol style="list-style-type: none"> 1. He/she suggests listening to and playing songs on the theme of water (choose texts in English or national language). 2. He/she asks to discuss the sensations evoked and to choose the song for a choral song. 3. He/she propose poetic texts about water 4. He/she asks to divide into groups and produce original poems on the theme 	<ol style="list-style-type: none"> 1. He/she listens and sings 2. He/she participates in the discussion and chooses the song with his/her classmates. 3. He/she listens and reflects 4. He/she divides into groups and produces poems.

PHASE 8

Objective: Recognising water wastage



What the teacher does	What pupil does
1. He/she proposes a cartoon video on water waste	1. He/she watches the video
2. He/she opens a group conversation to highlight who wastes water and when	2. He/she participates in the discussion
3. He/she asks to reflect on personal actions and water wastage in the family	3. He/she reflects on his/her daily actions identifying waste and finding possible solutions.

PHASE 9

Objective: transferring acquired knowledge – Service Learning

What the teacher does	What pupil does
1. He/she opens a group discussion on the guiding questions: "What can we do to tell about our experience? Who do we want to address? What do we want to make understood? What tools can we use to realise our project?"	1. He/she answers the questions
2. Based on the answers given, he/she asks to build a questionnaire to be submitted to the school and the family members.	2. He/she prepares a questionnaire and submits it to the school and the families.
3. He/she asks to analyse the data and to design, plan and implement the findings through a service learning project.	3. He/she analyses the data, designs in groups, plans and implements the project.
4. He/she asks to share the completed work in order to raise the awareness of the school and the families.	4. He/she shares the result of the project with the school and the families.

PHASE 10

Objective: strengthening acquired knowledge

What the teacher does	What pupil does
1. He/she invites them to go through the different phases of the learning unit.	1. He/she reviews the different phases of the unit through the work carried out.



	<p>2. He/she repeats the questions asked at the beginning of the unit and asks to analyse what has changed in the answers.</p> <p>3. He/she asks questions to encourage awareness of the learning path.</p>	<p>2. He/she answers the questions, compares the answers with those given at the beginning of the unit and identifies what has changed, trying to explain the reason.</p> <p>3. He/she answers and shares emotions and knowledge with his/her classmates; he/she notes the level of strengthening of knowledge.</p>
<p>RESOURCES</p> <ul style="list-style-type: none"> o Human resources: teachers, environmental experts. o Financial resources: o Possible partnerships with community actors: environmental associations, water analysis laboratories 		
<p>SETTING OF THE ACTIVITIES</p>	<p>In classroom: Activity of watching videos, analysis, discussion, making posters.</p> <p>Outside the classroom: Experiments at the water analysis laboratories.</p>	
<p style="text-align: center;">EVALUATION AND DISSEMINATION</p>		
<p>EVALUATION ELEMENTS</p>	<p>At the end of the Learning Unit, the pupil should be able to understand:</p> <ul style="list-style-type: none"> o the relationship between the different elements of the aquatic environment as a model ecosystem o the importance of safeguarding water to protect the planet o the value of fresh water in the planet o the safeguarding of marsh and lake ecosystem o properties of water and the water cycle o what behaviours to avoid in order not to waste water o what are the actions to preserve water 	
<p>EVALUATION TOOLS</p> <ul style="list-style-type: none"> o Self-assessment questionnaire (Annex 1) o Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 5-9 years (Annex 2) 		
<p>DISSEMINATION ACTIVITIES</p>	<p>Production of posters to be displayed in the school hall</p> <p>Final event open to families and the community.</p>	



DISSEMINATION TOOLS

Creation of posters.

Design of invitation to the final event.



Annex 1

Area: ENVIRONMENTAL SUSTAINABILITY
Learning Unit 04: Water: a precious resource!

SELF-ASSESSMENT QUESTIONNAIRE

Question	Answer
1. What is the meaning of "water"?	
2. What is the importance of the fresh water for the planet and living beings (plants, animals, humans)?	
3. Why is it important to safeguard the marsh and lake ecosystem?	
4. What are the main characteristics of water and how they affect the life on the planet?	
5. What did you learn about the water cycle?	
6. What are the behaviours you should avoid in order not to waste water?	
7. What are the actions the community should undertake for preserving the fresh water?	
8. Did the project seem interesting to you? Why yes / why not	
9. Which phase did you find most interesting or least interesting and why?	
10. What did you learn that did not know before?	

Teacher can add further questions he/she believes relevant for the student' evaluation.





Annex 2

 Area: **ENVIRONMENTAL SUSTAINABILITY**
 Learning Unit 04: **Water: a precious resource!**
EVALUATION GRID⁸

Pre-primary & lower primary (5-9 years)

Learning objective	Key Themes	Score (1 to 10)
Name different sources of information and develop basic skills for inquiry	Different sources of information and collecting information using a range of tools and sources (friends, family, local community, school, cartoon, stories, films, news)	
	Listening and communicating accurately and clearly (communication skills, languages)	
	Identifying key ideas and recognising different perspectives	
	Interpreting messages, including complex or conflicting messages	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Illustrate differences and connections between different social groups.	Similarities and differences within and between cultures and societies (gender, age, socio-economic status, marginalised populations)	
	Connections between communities	
	Common basic needs and human rights	
	Valuing and respecting all human and living beings, the environment and things	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Explore possible ways of taking action to improve the world we live in	How our choices and actions can make our home, school community, country and planet a better place to live and can protect our environment	

⁸ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



	Learning to work together (collaborative projects on real life issues in the community – e.g. working with others to collect and present information and using different methods to communicate findings and ideas)	
	Decision-making and problem solving skills	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour	Values of care and respect for ourselves, others and our environment	
	Individual and community resources (cultural, economic) and concepts of rich/poor, fair/unfair	
	Interconnections between humans and the environment	
	Adopting sustainable consumption habits	
	Personal choices and actions, and how these affect others and the environment	
	Distinguishing between “right” and “wrong” and giving reasons for our choices and judgements	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Recognise the importance and benefits of civic engagement	Benefits of personal and collective civic engagement	
	Individuals and entities that are taking action to improve the community (fellow citizens, clubs, networks, groups, organisations, programmes, initiatives)	
	The role of children in finding solutions to local, national and global challenges (within the school, family, immediate community, country, planet)	
	Forms of engagement at home, school, community as basic aspects of citizenship	
	Engaging in dialogue and debate	
	Taking part in activities outside the classroom	
	Working effectively in groups	
AVERAGE SCORE		



TOTAL AVERAGE SCORE



Learning Unit 05 – CLIMATE CHAOS

IDENTIFICATION	
TITLE	Climate chaos
SCHOOL LEVEL	Secondary school
CONTEXT	<ul style="list-style-type: none"> o The learning activities will be developed inside and outside the school. o No. min 20 students 15-16 years old. o Involved Teachers: at least 4 teachers covering all school subjects.
NEED/PROBLEM TO BE TACKLED	<p>The climate change experienced over the last decade on our planet is an increasingly alarming issue that is slowly changing the society we live in, our economy and above all our health.</p> <p>Climate change on Earth has affected all countries: the polar ice caps are melting, raising sea levels; extreme weather phenomena are occurring more and more often, from devastating rainfall to droughts causing damage to vegetation, animals and, of course, humans.</p> <p>In this context, young people, who represent the future generation, must be aware they can contribute at the safeguarding of our planet by adopting sustainable lifestyles. Today's actions can influence tomorrow's life.</p>
TARGET INVOLVED	GROUP Students and their families; teachers and trainers; local associations; NGOs; all the community.
METHODOLOGIES	<ul style="list-style-type: none"> ● Clinical interview ● Brainstorming ● Open discussion ● Cooperative learning ● Debate ● Role playing ● Team work
PLANNING	
MAIN OBJECTIVES (Learning objectives)	<ul style="list-style-type: none"> ● Learning about climate change. ● Adopting responsible behaviour to preserve the planet



- Reflecting on the impact on the biosphere, the ecosystem and health in order to adopt responsible behaviour in defence of sustainable development.
- Understanding the characteristic aspects of natural phenomena, their variations and their impact on the planet and on our lives
- To be able to connect the phenomena linked to climate change to their own life experience.
- To build the sense of common responsibility
- Team working

**GLOBAL CITIZENSHIP
LEARNING
OBJECTIVES⁹**
(Service objectives)

Upper secondary (15-18+ years):

- *Know about local, national and global issues, governance systems and structures:*
Critically analyse global governance systems, structures and processes and assess implications for global citizenship.
- *Understand the interdependence and connections of global and local concerns:*
Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses.
- *Develop skills for critical inquiry and analysis:*
Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance.
- *Share values and responsibilities based on human rights:*
Critically assess connectedness between different groups, communities and countries.
- *Enact appropriate skills, values, beliefs and attitudes:*
Develop and apply skills for effective civic engagement.
- *Demonstrate personal and social responsibility for a peaceful and sustainable world:*
Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality.

**KEY COMPETENCES
FOR LIFELONG
LEARNING**

- Literacy
- Multilingualism
- Numerical, scientific and engineering skills
- Digital and technology-based competences
- Interpersonal skills and the ability to adopt new competences
- Active citizenship
- Entrepreneurship

⁹ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



SUBJECTS INVOLVED	<ul style="list-style-type: none"> ● Civic education ● Geography ● National language ● Foreign languages ● Science ● Mathematics ● Technology
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IMPLEMENTATION

DESCRIPTION OF THE ACTIVITIES	<p>PHASE 0:</p> <p>Objective: to detect students' existing knowledge about climate change.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">What the teacher does</th> <th style="width: 50%;">What pupil does</th> </tr> </thead> <tbody> <tr> <td> 1. The teacher asks questions to find out what the student knows or does not know about the topic: <ul style="list-style-type: none"> o <i>What do you think of the word 'climate'?</i> o <i>What impact do climatic changes have on the environment?</i> o <i>What is the greenhouse effect?</i> o <i>What are the causes of global warming?</i> o <i>What problems does it produce for the environment?</i> o <i>How can we make life sustainable on our planet?</i> </td> <td> 1. The student answers questions freely without being corrected by the teacher and without being forced to answer. </td> </tr> <tr> <td> 2. The teacher asks students to create a mind map for each question including the different answers. </td> <td> 2. Students create the mind map for each question including their answer. </td> </tr> </tbody> </table> <p>PHASE 1</p> <p>Objective: to realise the level of pollution on earth</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">What the teacher does</th> <th style="width: 50%;">What pupil does</th> </tr> </thead> <tbody> <tr> <td> 1. The teacher divides the students into small groups and gives them pictures showing: air pollution, soil water pollution, electromagnetic pollution and radioactive pollution. </td> <td> 1. Students arrange small groups and observe the pictures. </td> </tr> <tr> <td> 2. The teacher asks to connect the pictures with coloured threads, as follows: </td> <td> 2. Students connect pictures representing the same type of pollution with the required thread </td> </tr> </tbody> </table>	What the teacher does	What pupil does	1. The teacher asks questions to find out what the student knows or does not know about the topic: <ul style="list-style-type: none"> o <i>What do you think of the word 'climate'?</i> o <i>What impact do climatic changes have on the environment?</i> o <i>What is the greenhouse effect?</i> o <i>What are the causes of global warming?</i> o <i>What problems does it produce for the environment?</i> o <i>How can we make life sustainable on our planet?</i> 	1. The student answers questions freely without being corrected by the teacher and without being forced to answer.	2. The teacher asks students to create a mind map for each question including the different answers.	2. Students create the mind map for each question including their answer.	What the teacher does	What pupil does	1. The teacher divides the students into small groups and gives them pictures showing: air pollution, soil water pollution, electromagnetic pollution and radioactive pollution.	1. Students arrange small groups and observe the pictures.	2. The teacher asks to connect the pictures with coloured threads, as follows:	2. Students connect pictures representing the same type of pollution with the required thread
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- red thread the images relating to atmospheric pollution,
- yellow thread the images of water pollution,
- blue thread the images of soil pollution,
- black thread the images of electromagnetic pollution
- brown thread for images of radioactive pollution.

Then join all the groups with a white thread. This will form the network of pollution on earth.

3. The teacher asks questions to stimulate discussion about the network created.

and form the network of pollution on earth.

3. Student present his/her stand taking into consideration the time and other opinions.

PHASE 2:

Objective: to understand different impacts of weather phenomena indifferent countries.

What the teacher does	What pupil does
<p>1. He/she divides the class into small groups and asks them to analyse texts on weather and climate, paying attention to the differences in space and time of weather phenomena.</p>	<p>1. He/she analyses the given texts in cooperation with group members, collects the main data and prepares a presentation Compares own data with those of other groups.</p>
<p>2. He/she asks to look at the thermo rainfall diagram (diagram representing the average temperature and rainfall at a given location) of your city and compare it with the city of Cita (Russia) and answer questions:</p> <ul style="list-style-type: none"> o Are there warmer and colder months or are the temperatures constant? o What is the temperature range between the warmest and coldest month? o Are there rainy months and drier months or is the rainfall constant? o How many millimetres of rain fall in a year? 	<p>2. He/she looks at the diagram, analyses the data and answers the questions.</p>



- o What is the difference between the rainiest and the driest month?
- o Are there more humid months and less humid months or is the humidity constant?
- o How much does the percentage of humidity change between the wettest and the driest month?
- o Are there relationships between the three variables (temperature, rainfall, humidity) during the year?

Students compare their answers with the other groups and formulate conclusions and hypotheses about the reasons for the differences.

PHASE 3

Objective: to know the effects of the temperature change on the planet.

What the teacher does	What pupil does
1. The teacher, supported by an expert, presents slides on the process of changing the temperature of the planet. He/she asks the students to reflect on what has been presented in a discussion.	1. He/she observes the presentation and participates at the discussion by speculating hypothesis about the temperature change over time and the related negative effects.

PHASE 4

Objective: to know the effects of the greenhouse on the planet.

What the teacher does	What pupil does
1. The teacher explores the topic of the greenhouse effect through a meeting with an expert, the reading of a text and the watching of images/videos. The teacher asks them to share their findings with the other students.	1. He/she listens, reads, observes and analyses images. Intervenes in discussion while respecting the opinions of others and the time frame

PHASE 5

Objective: Case studies

What the teacher does	What pupil does
1. The teacher divides the students into groups and asks them to investigate the following case	1. He/she divides into groups, looks for the material, compares the main contents gathered with the members of his group and



<p>studies by researching specific texts:</p> <ul style="list-style-type: none"> o breakup of the glacial shelf o Gentoo penguins o intensive livestock farming (with the help of an expert). 	<p>prepares a presentation to show to his peers.</p>
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PHASE 6

Objective: to be aware of the impact of your lifestyle on the environment.

What the teacher does	What pupil does
<ol style="list-style-type: none"> 1. By watching a video, the teacher raises awareness of the impact of one's lifestyle on the environment. 2. He/she asks students to calculate their ecological footprint: (https://en.wikipedia.org/wiki/Ecological_footprint) 3. He/she invites students to share the respective results with and discuss about their impressions. 	<ol style="list-style-type: none"> 1. Listens, observes and understands what is seen 2. Calculates one's own ecological footprint 3. Shares their results and impressions, looking for possible solutions to improve his/her impact on the environment.

PHASE 7

Objective: to know the commitments at institutional level for fighting the global warming.

What the teacher does	What pupil does
<ol style="list-style-type: none"> 1. The teacher asks to analyse, in small groups, the commitments undertaken at national level in order to combat global warming. Students should look for specific materials. 2. The teacher proposes to discuss the subject by means of a role play (talk show) to compare different stands. 3. He/she asks them to summarise their understanding on a poster. 	<ol style="list-style-type: none"> 1. He/she divides into groups, looks for material, compares it with the members of the group and analyses the data and information gathered. 4. He/she arranges and takes part in the role play 5. The class prepares the poster, dividing up tasks and roles.

PHASE 8

Objective: Service Learning

What the teacher does	What pupil does
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<ol style="list-style-type: none"> 1. After going through the various phases of the learning unit, the teacher asks students to prepare a questionnaire to be administrated among the local community to make them aware of the issue of protecting the environment and how they can change their habits. 2. He/she asks students to summarise the results of the questionnaires and to share them with the community by organising an event or writing a newsletter (or other action designed in agreement with the students). 	<ol style="list-style-type: none"> 1. He/she prepares the questionnaire and administers it to the community. 2. He/she analyses the results and organises, plans and implements with his/her classmates the established action in order to share the results among the community.
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PHASE 9

Objective: analysis of the didactic pathway

What the teacher does	What pupil does
<ol style="list-style-type: none"> 1. The teacher repeats the same questions as in phase 0 again and asks students to write down their answers on a new poster. 2. He/she asks to analyse what has changed since the beginning of the work. 3. The teacher asks students to fill in a self-assessment questionnaire by answering questions: <ul style="list-style-type: none"> o <i>Did the work seem interesting to you? Why yes / why not.</i> o <i>Which phase did you find most interesting or least interesting and why?</i> o <i>What would you have liked to do differently from the teacher's proposal?</i> o <i>What message did you hold back?</i> o <i>Do you think it will affect your life?</i> o <i>In which way?</i> 	<ol style="list-style-type: none"> 1. He/she answers the questions and prepares the poster with the class. 2. He/she analyses the two posters and identifies possible changes, giving his/her opinions. 3. He/she fills in the questionnaire.



RESOURCES	<ul style="list-style-type: none"> o Human resources: teachers, experts on environmental sustainability. o Financial resources: o Possible partnerships with community actors: environmental associations.
SETTING OF THE ACTIVITIES	<p>In classroom:</p> <p>Activities of research, analysis and reflections in working groups under the supervision of the teacher.</p> <p>Outside the classroom:</p> <p>Distribution of the questionnaire to the representatives of specific categories living in the community.</p> <p>Arrangement of disseminating event addressed to the local community.</p>
EVALUATION AND DISSEMINATION	
EVALUATION ELEMENTS	<p>At the end of the Learning Unit, the student should be able to understand:</p> <ul style="list-style-type: none"> o how the climate changes affect the environment o the different impacts of weather phenomena indifferent countries o the effects of the temperature change and greenhouse on the planet o how our lifestyles can affect on the environment o the commitments at institutional level for fighting the global warming
EVALUATION TOOLS	<ul style="list-style-type: none"> o Self-assessment questionnaire (Annex 1) o Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 15-18+ years (Annex 2)
DISSEMINATION ACTIVITIES	<p>Final event addressed to the local community.</p> <p>Preparation of a Newsletter to be distributed among the community.</p> <p>Posts in school website and social media network.</p>
DISSEMINATION TOOLS	<p>Posts, event, Newsletter.</p>



Annex 1

Area: **ENVIRONMENTAL SUSTAINABILITY**
Learning Unit 05: **Climate chaos**

SELF-ASSESSMENT QUESTIONNAIRE

Question	Answer
1. What does come in mind when you heard the word “climate”?	
2. What impact do climatic changes have on the environment?	
3. What is the greenhouse effect and how does affect the planet?	
4. What are the causes of global warming and the related impact on the earth?	
5. How can we undertake sustainable lifestyles in order to save the planet?	
6. Which are the commitments at institutional level for fighting the global warming?	
7. Did the implemented project seem interesting to you? Why yes / why not	
8. Which phase did you find most interesting or least interesting and why?	
9. What did you learn that did not know before?	

Teacher can add further questions he/she believes relevant for the student' evaluation.


Annex 2

Area: ENVIRONMENTAL SUSTAINABILITY
Learning Unit 05: Climate chaos

EVALUATION GRID¹⁰

Lower secondary education (15-18+ years)

Learning objective	Key Themes	Score (1 to 10)
Critically analyse global governance systems, structures and processes and assess implications for global citizenship	Global governance systems, structures and processes, and the way that regulations, politics and decisions are made and applied at different levels	
	How individuals, groups, including the public and private sectors, engage in global governance structures and processes	
	Critical reflection on what it means to be a member of the global community and how to respond to common problems and issues (roles, global connections, interconnectedness, solidarity and implications in everyday life)	
	Inequalities between nation states and their implications for exercising rights and obligations in global governance	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses.	Inquiry into major local, national and global issues and perspectives on these (gender discrimination, human rights, sustainable development, peace and conflict, refugees, migration, environmental quality, youth unemployment)	
	In-depth analysis of the interconnected nature of global issues (root causes, factors, agents, dimensions, international organisations, multinational corporations)	
	Evaluation of how global governance structures and processes respond to global issues and the effectiveness and appropriateness of responses (mediation, arbitration, sanctions, alliances)	
	Critical reflection on the influence on global issues and interdependence of history, geography, politics, economics, culture or other factors	

¹⁰ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



	Research, analysis and communication on topics with global and local connections (child rights, sustainable development)	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
<p>Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance</p>	<p>Analysis of contemporary global issues from the perspective of power dynamics (gender equality, disability, youth unemployment)</p>	
	<p>Factors facilitating or hindering citizenship and civic engagement at global, national and local levels (social and economic inequalities, political dynamics, power relations, marginalisation, discrimination, state, military/police power, social movements, trade unions)</p>	
	<p>Critical examination of different viewpoints, opponent or minority views and critiques, including assessing the role of the mass media and of social media in global debates and on global citizenship</p>	
	<p>AVERAGE SCORE</p>	
Learning objective	Key Themes	Score (1 to 10)
<p>Critically assess connectedness between different groups, communities and countries</p>	<p>Rights and responsibilities of citizens, groups and states in the international community Concept of legitimacy, rule of law, due process and justice</p>	
	<p>Promoting wellbeing in the community and understanding threats to , ad potential for, wellbeing at a global level</p>	
	<p>Promoting and defending human rights for all</p>	
	<p>AVERAGE SCORE</p>	
Learning objective	Key Themes	Score (1 to 10)
<p>Develop and apply skills for effective civic engagement</p>	<p>Analysing factors that can strengthen or limit civic engagement (economic, political and social dynamics and barriers to representation and participation of specific groups such as women, ethnic and religious minorities, disabled people, youth)</p>	
	<p>Selecting the most appropriate way for obtaining information, expressing opinions and taking action on important global matters</p>	



	(effectiveness, outcomes, negative implications, ethical considerations)	
	Collaborative projects on issues of local and global concern (environment, peace building, homophobia, racism)	
	Skills for effective political and social engagement (critical inquiry and research, assessing evidence, making reasoned arguments, planning and organising action, working collaboratively, reflecting on the potential consequences of actions, learning from successes and failures)	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality.	How different perspectives on social justice and ethical responsibility influence political decision-making and civic engagement (membership in political movements, voluntary and community work, involvement in charitable or religious groups) or complicate the resolution of global issues	
	Issues that involve ethical questions (nuclear power and weapons, indigenous rights, censorship, animal cruelty, business practices)	
	Challenges for governance of different and conflicting views of fairness and social justice	
	Challenging injustice and inequalities	
	Demonstrating ethical and social responsibility	
AVERAGE SCORE		
AVERAGE SCORE		
TOTAL AVERAGE SCORE		