

ECO-SCHOOL PROJECT

Istituto Comprensivo
Aldeno-Mattarello
A.S. 2022-23



INDEX

1 FOREWORD

2 EDUCATIONAL AIMS

3 METHODOLOGICAL AND ORGANIZATIONAL ASPECTS

- 3.1 Eco Committee
- 3.2 Carry out a Sustainability Audit
- 3.3 Action Plan
- 3.4 Monitor and evaluate
- 3.5 Curriculum Work
- 3.6 Inform and involve
- 3.7 Produce an Eco Code
- 3.8 The green flag

4 PREVIOUS DEVELOPED ACTIVITIES AND PROJECTS

- 4.1 Let's grow our primary school green garden
- 4.2 Keep growing! Welcome to our secondary school green garden
- 4.3 Keep growing! Welcome to our primary school green garden
- 4.4 Let's go green
- 4.5 Women and science
- 4.6 Once upon a time

5 PROJECTS IN PROGRESS

- 5.1 Eco energy savers
- 5.2 About us, our schools and where we live
- 5.3 Environment through Art
- 5.4 Keeping our school green garden
- 5.5 PEDIBUS project
- 5.6 KIDS GO GREEN project
- 5.7 BICI GINO project
- 5.8 Erasmus + KA1 project

6 CONCLUSIONS



1 FOREWORD

Eco-schools (<https://www.eco-schools.it/>) is the largest global sustainable schools programme and it intends to introduce and foster environmental education for the Sustainable Development. This characteristic is directly related to the Sustainable Development Goals established in the 2030 Agenda).

Eco-schools programme, from the point of action of our schools, starts in each classroom and expands to the whole school community by engaging our students in an action-based learning.

With our school getting involved in this programme, we intend to produce a generation of sustainable minded, environmentally conscious people that carry their behavioural patterns with them through life and this way, teach the next generation these habits that will make the difference.

Through this programme, our students, families, and the whole school community will experience the sense of living in a respectful way towards our environment that will ultimately steer us towards certification and the prestige that is being awarded with a Green Flag.

The certification route will be implemented with the collaboration of the CEIP CIUDAD DE NARA Institute in Toledo (Spain), within a specific partnership.

2 EDUCATIONAL AIMS

The aims we intend to achieve by getting immersed in this programme are directly related to the ones established by the Foundation for Environmental Education in its guide and consequently have been adopted by the Eco-Schools programme. Our Education General Aims are:

- 1.Ensure that our students (and their families), the whole school community, the local administrators and the other stakeholders are engaged in the process.
- 2.Empower our students to take informed decisions and actions on real life sustainability issues.
- 3.Encourage the school community to work together actively and involve their communities in collaborative solutions.
- 4.Encourage our community to share inspirational stories of their achievements, failures, and values, to learn from them.
- 5.Provide members of our green patrol the opportunity to evaluate and promote improvement suggestions for future actions.
- 6.Programme activities that not only make us more conscious of the Sustainable Development Goals but also Implement our school Curriculum through the different Areas.

3 METHODOLOGICAL AND ORGANIZATIONAL ASPECTS

To develop our Methodological and Organizational Aspects, we will follow the Eco-Schools Seven Steps methodology. As they describe, this methodology “is a series of carefully engineered measures to help schools maximise the success of their Eco-School ambitions”

La nostra scuola intende dunque:

- Formare un comitato ecologico che rappresenti le idee di tutta la scuola
- Realizzare una indagine ambientale sullo stato di sostenibilità della scuola
- Delineare un piano d'azione
- Monitorare e valutare
- Integrare il lavoro nel piano curricolare
- Informare e coinvolgere

3.1 ECO COMMITTEE

Form an Eco Committee that will represent the ideas of the whole school. Students will be the “leaders” of this committee. It will be integrated by one student from each class from 5 year olds in Infant Education to 6th Grade of Primary Education. This students will be chosen democratically by their classmates. We can take the opportunity to include this task into the “classroom delegates tasks”.

It will be also composed by:

- Teachers, the Principal, and Non-teaching Staff (e.g. secretary, caretaker, cleaner).
- Families will be informed through:
 - Our Web page
 - e-mails
 - In the Parents Committee .
- Our Eco Committee will meet regularly to discuss environmental and social actions for the school once or twice each term.

3.2 CARRY OUT A SUSTAINABILITY AUDIT

To start with our project once the Eco Committee is formed, we will analyse the environmental impact of our School. This means that we will describe what things we do well and what things we do not do well in order to improve our environmental behaviour. From this analysis, we will see the needs to establish an action plan that leads our ECO-SCHOOL Actions during this present school year and reduce, if possible, our Ecological Print.

3.3 ACTION PLAN

The Action Plan will be the core of our Eco-School work and will be developed using the results of the Audit described above. We will then:

- Use our Sustainability Audit to identify the priority areas in our school. We will focus on no more than three at the same time.
- Create an Action Plan to resolve or improve these problems. This Action Plan will include the tasks, the responsables and the planning to achieve the goals.
- Creating a series of posters, boards and spaces in the school walls to make our Plan visible to all the members of the School Community.
- Our Action Plan will be SMART (specific, measurable, attainable, realistic and timely).
- Our pupils will be involved as much as possible in the drawing of this Action Plan.

3.4 MONITOR AND EVALUATE

To find out whether or not we are successfully achieving the targets set out in our Action Plan, we will monitor and measure our progress. Evaluating the success of your activities will allow us to make changes to our Action Plan if required. For each action or activity developed in our school, we will do an evaluation that will be discussed in the meetings of the Eco-Committee and will also be included in our School self-assessment report.

3.5 CURRICULUM WORK

Being aware of what our Action Plan is , will help us to increase the status of our programmes by linking the Eco-School activities to our curriculum ensuring therefore that our school is truly integrating Curriculum and Eco-School Plan.

Integrating the Eco-School programme into the curriculum does not have to require a big effort from teachers because it can be done through any of the different areas. directly through specific classes or innovative teaching (Project Based learning PBL, Active teaching, Stations of Learning, etc...).

The implementation of outdoor learning, a pedagogical method that aims to value the outdoors as a place of learning and growth that sustains motivation and interest. Outdoor learning fosters an active approach to the environment (pupils learn to respect nature, to make it part of everyday life), multidisciplinary (pupils learn numerous concepts in many different fields in a simple and spontaneous way) and multi-sensory (outdoor work offers pupils 'extended' time, which allows creativity to find new ways of expression; the body is free to move, the senses are all activated).

3.6 INFORM AND INVOLVE

Getting everyone on board! Actions should not just be confined to the school:

- Pupils will take home ideas to put into practice.
- There will be a specific place in our school web page to keep our readers updated with our Eco-School project. As we pointed before, it is essential that the whole school is involved in one way or another in our Programme.
- We will let other schools in our neighborhood take part in our activities, inviting them (if possible) to some of the activities we do.
- If the Actions could be relevant for our neighborhood, we will also contact the local press, radio or TV to make it more visible. Global*
- We will contact the Local Authorities to take part in those “Action Days” our city celebrates.

3.7 PRODUCE AN ECO CODE

It will be a statement that represents our school's commitment to sustainability

- It should be memorable and familiar to everyone in the school.
- It will list the main objectives of our Action Plan.
- Pupils will play a key role in the development of this mentioned Eco Code, as this will give them a greater sense of responsibility towards the values the Eco Code represents.
- The content of the Eco Code will be reviewed on a regular basis to ensure that it continues to reflect the school's ecological aims and targets
- The Eco Code will be prominently displayed throughout the school

3.8 MONITOR AND EVALUATE

Getting the Eco-Schools Green Flag will be proof of our well done job and we hope that we get it after two years developing this project. Anyway, in the next point of this document we show all the previous activities and projects that have been developed in our school because for all our entire school community, respecting the environment, developing healthy habits, fostering inclusion, respect, coexistence and coeducation through all our daily curricular activities define our identity.



4 PREVIOUS DEVELOPED ACTIVITIES AND PROJECTS

4.1 LET'S GROW OUR PRIMARY SCHOOL GREEN GARDEN (A.S. 2019-20)

Focused on ecology and sustainable development, the project promoted the cultivation of a green school garden intended as a creative/expressive laboratory where to develop and improve one's creativity, problem solving skills and scientific knowledge.

The path was developed by embedding scientific disciplines and citizenship education and through the project; the pupils were able to learn, while having fun, cultivation techniques and other relevant eco skills, favouring their respect for the environment and for other living beings. Each child actively participated in the creation and care of a green space, first at school and then at home during the pandemic quarantine. Cultivation was proposed as a shared experience, as a moment of reflection, observation and cooperation with companions, both in presence and at a distance.

The project was awarded with the Quality Label certification.

Web link: <https://www.icaldenomattarello.edu.it/didattica/etwinning/1304-let-s-grow-our-primary-school-green-garden.html>

4.2 KEEP GROWING! WELCOME TO OUR SECONDARY SCHOOL GREEN GARDEN (A.S. 2020-2021)

In this project, the students will use the school's green garden as an expressive-creative school laboratory aimed at satisfying their needs for creativity, movement and knowledge by applying problem solving and practical-deductive-inductive scientific method. They learned valuable concepts of gardening and agriculture (GMO free, biodynamic culture, organic food, ...) and abilities that can be integrated into different subjects (art, astronomy, mathematics, technology, literature, ICT ...), including personal and social soft skills .

The project was awarded with the Quality Label certification.

Web link: <https://www.icaldenomattarello.edu.it/didattica/etwinning/1306-keep-growing-welcome-to-our-secondary-school-green-garden.html>

4.3 KEEP GROWING! WELCOME TO OUR PRIMARY SCHOOL GREEN GARDEN (A.S. 2020-2021)

This highly inclusive project promoted disciplinary and citizenship skills. The students applied scientific, problem solving and cooperative approaches, carrying out collaborative play activities related to the world of ecology, cultivation and care of green spaces.

Web link: <https://www.icaldenomattarello.edu.it/didattica/etwinning/1305-keep-growing-welcome-to-our-primary-school-garden.html>

4.4 LET'S GO GREEN (A.S. 2021-2022)

Focused on ecology and sustainable development, the project promotes the cultivation of a school garden intended as a creative expressive laboratory in which to develop and improve one's creativity, problem solving skills and scientific knowledge.

Throughout the project, the students had the opportunity to learn valuable concepts of gardening and agriculture, engaging in a mix of activities capable of integrating different disciplines (science, technology, art and image and civics).

The project was developed around the different stages of plant cultivation (fertilization - sowing - transplanting - care of a plant - knowledge of a particular type of plants - knowledge of the ecosystem). The pupils worked in small national and international groups. Several activities were built according to the jigsaw model, so the creation of products or materials depended on the collaboration of the pupils of the various schools. Monthly challenges were held among pupils (launching or conducting interactive quizzes, riddles, "now it's your turn" ...) and webinars. The pupils exchanged letters and messages on the forum.

Web link: <https://www.icaldenomattarello.edu.it/didattica/etwinning/1287-let-s-go-green.html>

4.5 WOMEN AND SCIENCE (A.S. 2021-2022)

The project has highlighted the life and career of some female scientists from different countries, in a historical perspective that goes from the past to the present day, focusing attention on the role they had in the centuries ago or which they play now, on the challenges and the prejudices they have faced and the contributions they have made or are making in their research fields.

The students carried out research on some female scientists, then presented the results of their work through different media and with the use of different technologies. An important goal was to tackle gender inequality, encourage girls to take up STEM studies and professions and treasure the science/econ contents embedded in the disciplines .

Pupils worked in national and international groups, co-designed various activities and often carried out them jointly.

Several webinars were held; The final product was a cumulative video storytelling about the project.

Web link: <https://www.icaldenomattarello.edu.it/didattica/etwinning/1288-women-and-science.html>

4.6 ONCE UPON A TIME (A.S. 2021-2022)

Focused on issues related to environmental sustainability, the project is based on two objectives of the 2030 Agenda and aims to discover how much the biodiversity of water and soil near us is mutating due to rapidly changing climatic conditions.

Throughout the course, the students involved, with the help of their teachers, discovered which animals and plants in their region are endangered or are changing their habits to survive. To address such issues, we started from what surrounds children, which is part of their reality, to make them aware that the changes that are taking place at the environmental and ecosystem levels also affect the territory where they live.

We therefore moved from the local to the global environments, sharing the experiences and knowledge acquired with the other European partners involved in the project.

web link: <https://www.icaldenomattarello.edu.it/didattica/etwinning/1286-once-upon-a-time.html>



5 PROJECTS IN PROGRESS

5.1 ECO ENERGY SAVERS (A.S. 2022-2023))

In this project the pupils from 8 to 13 will learn about the dangers affecting our ecosystem, in particular those posed by combustion and solutions like resorting to renewable energy and saving energy at school and at their homes. They will therefore learn valuable concepts and skills that integrate with several subjects (science, technology, citizenship, art, English, mother tongue, etc.). The children will also discuss the advantage of having a “pedibus”, that is like a schoolbus with the beginning and end of the line, and intermediate stops which have scheduled times to meet, with the difference is that the bus is moved by feet.

The project is linked to Goal 15 Life on land (Agenda 2030), which is one of the 17 Sustainable Development Goals established by the United Nations in 2015. "Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss").

Modules:

Mod 1 (October): getting to know each other: ice breaking activities

Mod 2 (November): learning about energy waste: national teams: discussing how to reduce energy waste at their school (homework: interview to parents, relatives, janitors/caretakers ...)

Mod 3 (December): learning about energy waste: international teams: sharing the results of the national teams and drafting a guideline about reducing energy waste at their homes (collective padlet); exchanging Christmas wishes using recycled paper and materials: collective photo-video;

Mod 4 (January-February): “Let’s walk to school” challenge: national teams: discussing the advantages of walking to school and having a “pedibus” (on-foot bus). The schools that already have one get ready to document its functioning to the other schools that may implement it; international teams: sharing the results of the national teams and drafting a simple vademecum for the implementation of a school pedibus.

Mod 5 (March-April): summing up the results of the projects and final collective interactive presentation

Mod 6 (May): the school eco festival; conclusion and farewell activities; evaluation and dissemination activities.



5.2 ABOUT US, OUR SCHOOLS AND WHERE WE LIVE (A.S. 2022-2023)

In this project the pupils from 8 to 13 will learn how to describe themselves and the places they live, learning valuable concepts and skills that integrate with several subjects (technology, citizenship, art, English, mother tongue, history etc.).

Modules:

There will be 5 modules, from October to May.

Mod 1, October: introductions and logo creation

Mod 2, November: the countries in the partnership: learning about the twinned countries

Mod 3: - December: Christmas traditions in the partnered counties and wishes exchange: exchanging Christmas wishes using recycled paper and materials: collective photo-video

Mod 4: January- February: our schools: describing the schools, the subject, the activities, etc. (short videos to be assembled into a collective video presentation) and learning about the school systems in the partnership, also with a focus on the Agenda 2030 projects.

Mod 5: February-March: our towns: describing the towns and getting to know where the international peers live, also with a focus on their sustainability

Mod 6: April-May: conclusion and farewell activities. Eco school celebrations, evaluation and dissemination activities.

5.3 ENVIRONMENT THROUGH ART (A.S. 2022-2023)

In this project the pupils from 8 to 13 will learn valuable concepts and skills that integrate with several subjects (technology, citizenship, art, English, mother tongue, history etc.).

In particular the pupils will be presented with famous paintings related to the four seasons, through which they can have an alternative contact with their environment; When a student watches a piece of art, he can live a holistic experience, with his mind by the symbols, with his body by the senses and with his heart by the feelings. A piece of art is a very precious piece because it carries the human history and reflects the evolution of cultural environment.



Work process:

Module 1 (Oct-Nov): Hills landscapes

- Learning about hills landscapes and reproducing them using crayons, watercolour, tempera, and tissue paper collages.

Module 2 (Dec.-Jan.): Mountains landscapes

- Learning about mountains landscapes and reproducing them using crayons, watercolour, tempera, and tissue paper collages.

Module 3 (Febr-March): Flatlands landscapes

- Learning about flatlands landscapes and reproducing them crayons, watercolour, tempera, and tissue paper collages.

Module 4 (Apr-May): Seaside landscapes

- Learning about seaside landscapes and reproducing them using crayons, watercolour, tempera, and tissue paper collages.

5.4 KEEPING OUR SCHOOL GREEN GARDEN (A.S. 2022-2023)

The school environmental champions have developed to go green mentality and will continue their efforts to contribute towards the schools greening landscape projects through the planting of a variety of plants.

School gardens represent a unique opportunity for the schools to use them as a classroom (outdoor learning) that reconnects the pupils with the natural world and the true source of their food.

Mod 1, October: getting to know each other: ice breaking activities

Mod 2, November: preparing a school garden or a green space (tools, measurements, etc.)

Mod 3, December: the biology of seeds, plants and trees.

Mod 4, January - February: creating a seedbed

Mod 5, March-April: transplanting in the ground activities.

Mod 6, May: the school eco festival; conclusion and evaluation and dissemination activities.

5.5 PEDIBUS project (since 2012)

The project is aimed at parents and teachers with a view to sharing eco issues and also improving street safety, to help children to develop independence in the local area and have a more active lifestyle.

The Pedibus is a bus with children going to school all together: it works like a schoolbus with the beginning and end of the line, and intermediate stops which have scheduled times to meet. The only difference is that the bus is moved by feet. One or more volunteering parents or grandparents guide the group, while the children, in security, chat, sing songs, make exercise and do not pollute.

The local residents, police, traffic wardens and shopkeepers were all involved, and were indicated to the children as friendly faces to be met with a greeting or a smile, and to whom they could turn should they need anything.

10 top quality aspects about the pedibus:

1. It's fun, resulting in a colorful queue of children snaking through the streets towards the school
2. It's enjoyable: the children walk, chat, sing and make friends on the way
3. It is safe, there are at least two adults who "drive" the Pedibus
4. It's healthy, walking is good for one's health
5. It is environmentally friendly, there are fewer cars around and they pollute less
6. It is rewarding: children do something useful for themselves, others and for the environment
7. It is educational, the pupils learn about the road and its rules
8. It's fast: there is no traffic on the sidewalks
9. It's cheap: walking costs nothing
10. It's contagious: it makes even the laziest of pupils want to walk!

The Pedibus is part of the "children with safe feet" project of the Youth Policy Office of the Municipality of Trento.



5.6 KIDS GO GREEN project (since 2017)

Kids Go Green is developed within the CLIMB project, promoting a more sustainable and active home-school mobility, realized by Fondazione Bruno Kessler in collaboration with the Municipality of Trento.

It is an effective playful game for educators to teach children between the ages of 6 and 11 about sustainable mobility and environmental awareness.

The school defines a virtual path made of stages. The sustainable km distances made by each child contribute to the collective advancement along the route. The route and progress are shown on an interactive map.

Teachers can re-use and personalize the paths previously created by other schools.

Journeys can be linked to the teacher and children interest: cultural, geographic, historical, literature, multidisciplinary, linguistic, etc.

A colour code identifies the home-school mobility mean

- by foot or by bike
- by schoolbus or public transport
- by car till the parking lot
- by car till the school

The teacher or the children themselves compile the daily mobility journal.

Teachers associate multimedia and interdisciplinary didactic material to each stop. Upon reaching a stop, the platform unlocks the associated material that can be exploited for in-class learning.

5.7 BICI GINO project

"Bici Gino" is an initiative that is part of the "children with safe feet" project of the Youth Policy Office of the Municipality of Trento in collaboration with H2O +, which aims to address the issue of sustainable mobility through activities, games and content deepening. To do this the character of Bici Gino (a friendly expert in sustainable mobility) was created to make games more captivating and content more fun and who, aboard his bicycle, reaches and conquers every school in the Trentino Province that participates in the project.

The main objectives of the project are:

- Promoting sustainable mobility in all its forms, in a direct and easily understandable way for children and families and consequently also useful for teachers and administrators, to create conscious behaviours, capable of achieving both cultural change in moving daily
- Providing simple, clear and stimulating didactic material to involved teachers and institutions
- Knowing the territory and the policies that are being developed with respect to sustainable mobility.

5.8 Erasmus+ KA1 to promote inclusion, sharing and coeducation

The Erasmus + KA1 project is running from 1 December 2020 and will end on 30 November 2023. Thanks to the obtained financial contribution of € 74,191, teachers have the opportunity to innovate and internationalise our school's curriculum, organisation and auxiliary services, in order to support students' learning and educational success

We are networking best practices with other educational institutions at provincial, national and international level, to share and foster the circularity of competences, in order to effectively respond to the educational needs of the school and its community and train future European citizens.

Participants in the project are 29 teachers from our primary and secondary schools of all disciplines, with English language proficiency from level B1 to level C2, who have been or will be trained in the areas foreseen in the school's Improvement Plan, including the effective implementation of the Agenda 2030 recommendations.

The mobility courses aim to promote advanced skills in order to acquire new learner-centred educational approaches, focusing on transversal key competences and personalised teaching;

update school curricula, including citizenship and digital competences vertically;

generate a repertoire of Learning Units and related "learning objects" transversal to the Study Plans;

support the creation of new learning environments;

acquire EU project management skills with a view to creating international networks of interest and supporting European projects in the coming years, also by participating in KA2 projects, opening up mobility to pupils;

support the CLIL didactic offer regulated in the "Trentino Trilingual Plan";

maintain/increase the number of eTwinning projects in our schools.



6 CONCLUSIONS

As you have read all over the document presented, in our school we are all very conscious of the vital aspects to take care of the environment and ourselves.

It is not a new issue for our students to take part in activities that foster coeducation, inclusion, coexistence, our environment or healthy habits in life.

Taking part in the ECO-SCHOOL programme would give more sense to all we do in our school and of course it would be the model that coordinates our daily activities.

Getting the green flag would surely be a great award for all our students after some years defining our identity as an ECO-SCHOOL and also a precious incentive for them and us to continue working on the same line.



Istituto Comprensivo
Aldeno-Mattarello
A.S. 2022-23

