



“Active citizenship and environmental awareness through formal and non-formal education”

ACEAFNE- 2015-2017- Erasmus + Program

Second year- first part (September 2016- February 2017)

At partnership level, monitoring and evaluation will be performed by the project manager and the two assistant managers. At school level, they will be performed by the school project responsible, the principal and one/ two team members with experience in monitoring and evaluation.

A permanent monitoring will be performed through:

- discussions with the staff involved in project development (focus group, interview)
- recording the results and the problems that have occurred
- observation of activities

Concretely, monitoring will be achieved through:

- M1. Gathering of monthly reports from each partner, their collection at partnership level and checking the correspondence with the activity timeline
- M2. SWOT analysis-periodical analysis of activities both at the level of each school and at the level of transnational meetings (Strengths, Weaknesses, Opportunities, Threats) (after the first project year)
- M3. Collecting the problems that appeared (at school/partnership level) in order to find solutions and remedies in due time
- M4. Focus group with project team members at school
- M5. Focus group at partnership level
- M6. Analysis of the activities records within the project diary at partnership level and correspondence check between the diary and the timeline activity
- M7. Direct or participatory observation of activities performed at the level of each school at partnership level
- M8. Interviews with the people responsible for the project implementation at the school/partnership level.
- M9. Analysis of feedback following the teachers-students with local partners meetings
- M.10 Others

As verification sources:

- Questionnaires applied during the project
- Activity files

- End of activities impact questionnaires
- Project web page
- Facebook page
- End of activities feedback
- Student made materials
- Individual or team products
- Photo albums
- Teacher discussion within the group email
- Minutes
- Dissemination reports of project reunions
- Intermediary dissemination reports
- Activity reports
- Others

Activities- March-June 2016

May 2016- January2017

O2-A5.Adapting/finalising/implementation of activities designed and designing / implementation of other similar activities at each school level

Activity	Duration (how many days/ hours) Who organises/ does it? Who is responsible for it?	Description of the activity	Methods	Description of results (what, how many)	Number of students/ teachers Involved (direct beneficiary)	Number of participants from local partner organization or other organisations (please, write the name of organisation)	The number of indirect beneficiary (parents, students, teachers)	How is it monitored? Who is monitoring? When is it monitored?	(Re)Sources for verification
Activities of implementation									
O2. A5. September 2016- January 2017 Adapting/finalizing/implementation of activities designed and designing /	Romania								
	One hour – formal activity during LTT meeting in Romania	“A study of Various Habitats”- biology lesson	Learning strategies were based on intelligence	The work started by providing methods and instruments to	33 students from Romania	6 teachers from other countries	Parents and friends of students that participated	The teacher that organized the activity The	The portfolio Minutes Picture Feedback sheets

<p>implementation of other similar activities at each school level</p>	<p>Teacher: Savescu Cornelia 29.09.2016</p>		<p>work on practical applications working group for making various tools, the discovery of the utility of these instruments.</p>	<p>study various life environments using a PPT presentation. After the students were divided into groups and were given the task of making a study tool using different materials, especially recyclable. Complete the task each group presented briefly made tool</p>			<p>. It can not be counted.</p>	<p>coordinator Activity sheet and portfolio analysis After Activity M5, M7</p>	
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	<p>One hour- formal activity Teacher: State Gabriel 24.11.2016</p>	<p>Physics “Environmental Pollution; Forms of Pollution”</p>	<p>-Computer Training -Modelling</p>	<p>Web tools were used to identify the main types of environmental pollution and to understand the risks to human health and the global climate. In the second part of the activity, students use IT Plotagon package to create debates on environmental pollution supported by virtual characters</p>	<p>One teacher 31 students Grade 10D</p>	<p>-</p>	<p>Parents and friends of students that participated. It can not be counted.</p>	<p>The teacher that organized the activity The coordinator Activity sheet and portfolio analysis After Activity M7</p>	<p>The portfolio Minutes Picture Feedback sheets</p>
	<p>One hour – formal activity during the LTT in Romania Leontescu Georgiana 29.09.2016</p>	<p>Chemistry -“Water and Land, Two Holy Elements”</p>	<p>Investigation, Explanation</p>	<p>Presenting the One importance of the five elements are: water, fire, wood, metal and earth.</p>	<p>One teacher 30 students Grade X D</p>	<p>-</p>	<p>Parents and friends of students that participated. It can not be counted.</p>	<p>The teacher that organized the activity The coordinator Activity sheet and portfolio analysis After Activity</p>	<p>The portfolio Minutes Picture Feedback sheets</p>

	One hour – formal activity during the LTT in Romania Gheorghian Anca 29.09.2016	English- “Understanding Sustainable Living”	Learning activities Group discussion	To explain the concept of sustainability	One teacher 16 Romanian students 16 students from other countries	-	Parents and friends of students that participated . It can not be counted.	The teacher that organized the activity M5,M7	Direct observation, discussion with participants
	One hour - formal activity Teacher: Bobu Raluca 24. 11.2016	English “Global goals stories”	Working in groups, creating stories about global issues using IT tools – storybird.	To understand global goals as a whole concept and Global Goal – Clean water in particular	One teacher -30 Romanian students (X E)	-	Parents, friends of participants . It cannot be counted.	The teacher that organized the activity Activity sheet and portfolio analysis After Activity M5, M7	The portfolio The stories that the students posted on the teacher’s padlet Feedback sheets
	One hour – non-formal activity Teacher: Bobu Raluca 25.11.2017	“Live library using Plotagon”	Create a character I Plotagon plus story linked to the Gloaba Goals. Then class discussion and debate	To understand global goals as a whole concept	One teacher- 26 students (X G)	-	Parents, friends of participants . It cannot be counted	The teacher that organized the activity Activity sheet and portfolio analysis After Activity M5, M7	The portfolio Feedback sheets
	One hour - formal activity Teacher: Catana Daniela 24.11.2016	Mathematics “Energy and the Global Goals for Sustainable Development”	Working in pairs, documentati on using IT tools, exposure, Tour gallery	Watching a film about the importance of energy. Discussion. Debate: How can we save energy? We find new solutions to generate power? Results: films with Plotagon	One teacher 34 students Grade 8A	-	Parents and friends of students that participated . It can not be counted.	The teacher that organized the activity M7 The coordinator Activity sheet and portfolio analysis After activity	The portfolio Minutes Picture Feedback sheets

One hour – non-formal activity Teacher: Paunescu Camelia 19.12.2016	“Creation of Christmas decorations using recyclable materials”	Working in groups/ pairs	Students made their own Christmas decorations from recycled materials Results: decorations	One teacher 34 students Grade 8A	-	Parents and friends of students that participated . It can not be	The teacher that organized the activity The coordinator Activity sheet and portfolio analysis After activity M7	The portfolio Minutes Picture Feedback sheets
One hour – formal activity Teacher: Diaconu Diana 20.12.2016	ITC “Calculus registry to support developing soil pollution monitoring graphs”	-the exercise -explication -teamwork - working in pairs	It is proposed as the theme for student achievement charts in Excel, pollution of soil by humans. Students had completed applications will receive questions from colleagues to be answered. Results: Spreadsheets	One teacher 22 students Grade 10G	-	Parents and friends of students that participated . It can not be	The teacher that organized the activity The coordinator Activity sheet and portfolio analysis After activity M7	The portfolio Minutes Picture Feedback sheets
Two hours – non-formal activity Teacher: Trandafir Carmen 10.01.2017	“GREEN CITY”	Working in pairs Modelling	Students have created models that represent green cities Results: Models, posters	One teacher 26 students Grade 11B	-	Parents and friends of students that participated. It can not be	The teacher that organized the activity The coordinator Activity sheet and portfolio analysis After activity M7	The portofolio Minutes Picture Feedback sheets
Two hours – non-formal activity	“How do I protect? Why protect?”	Debate	Students were invited to discover the	One teacher 8 students Grade 11B	-	Parents and friends of students	The teacher that organized the	The portfolio Minutes Picture

	Teacher: Vrezgo Alina 11.01.2017			world around health hazards / life and find remedial solutions			that participated . It can not be	activity The coordinator Activity sheet and portfolio analysis After activity	Feedback sheets
	One hour – formal activity Teacher: Rafira Anca 18.01.2017	“The plants-benefits and properties”	Exposure accompanied by technical means - conversation - questioning - brainstorming	Students are outlined that will accomplish a poster using compliance requirements Canva composition of a poster and information / images that will be embedded in it. The posters will then be posted on a padlet to be viewed by all members clasei.La each end of the activity pupils presented his poster and acknowledged that they knew so much information about the usefulness of plants and products containing the herbal composition. Results: posters	One teacher 34 students Grade 8B	-	Parents and friends of students that participated . It can not be	The teacher that organized the activity The coordinator Activity sheet and portfolio analysis After activity M7	The portfolio Minutes Picture Feedback sheets

	<p>One hour – formal activity Teacher: Barbu Camelia 19.01.2017</p>	<p>Planet Story: (the life of our planet as seen through a child’s eyes)</p>	<p>-discussion -explanation -modelling</p>	<p>Students will be taught how to brainstorm ideas from pictures to create a story. This will be taught through modelling and practice with partners. Students will also be taught the elements of a non – fiction story through modeling and examples.</p>	<p>One teacher 12 students Grade 11E</p>	<p>-</p>	<p>Parents and friends of students that participated . It can not be</p>	<p>The teacher that organized the activity The coordinator Activity sheet and portfolio analysis After activity M7</p>	<p>The portfolio Minutes Picture Feedback sheets</p>
	<p>One hour – non-formal activity Teacher: Barbu Camelia 20.01.2017</p>	<p>“Understanding When to Ask for Parental Permission”</p>	<p>-discussion -explanation</p>	<p>In this Online Safety lesson plan, which approaches resources to explore the importance of online and real world safety. Students will create an account on Storybird at home with a trusted adult, and explain how they became members of Storybird (and the trusted adult that helped them).</p>	<p>One teacher 12 students Grade 11E</p>	<p>-</p>	<p>Parents and friends of students that participated . It can not be</p>	<p>The teacher that organized the activity The coordinator Activity sheet and portfolio analysis After activity M7</p>	<p>The portfolio Minutes Picture Feedback sheets</p>
	<p>One hour – non-formal activity Teacher: Vlad Catalina 31.01.2017</p>	<p>“Create charts using Microsoft Excel”</p>	<p>Oral communication methods: face conversation</p>	<p>Creating charts Students receive a worksheet that shows</p>	<p>One teacher 22 students Grade 10D 2 students Grade 11B</p>		<p>Parents and friends of students that participated.</p>	<p>The teacher that organized the activity The</p>	<p>The portfolio Minutes Picture Feedback sheets</p>

			, individual conversation, explanation, heuristic conversion, practical demonstration - Methods based on action: the practical exercise, discovery learning and self-directed	measurements made by specialized machines in measuring dust emissions within 1 hour in Targoviste and are required to execute a diagram to exemplify the level emitted at different points in time and then to exemplify different types charts.			It can not be	coordinator Activity sheet and portfolio analysis After activity M7	
Italy	Implementation of Formal lessons And Non formal lessons	Group work: with active learning, developing key critical thinking, communication and decision-making skills. Research; discussions; Presentations; game strategy to facilitate active learning.	Students are more motivated to learn, because they have an active role in the subject rather than being assigned to review a topic or read a textbook chapter. Better understanding of the importance of our daily action; developing key critical thinking, communication and decision-making skills.	All students of the class involved			Undefined	Coordinator and teachers	
Storybird about “Water and poetry”– class 2A /Az.	Working in groups, creating presentations	To understand the importance	Class 2A/Az.		Undefined	The teacher that organized the activity	https://padlet.com/profdeut schta/sgy7kh nqslle		

	Lesson with Prof M.G. Russo and A. Locantore	about water and poetry using IT tools – Storybird.	of water				Activity and coordinator		
	Mural about our town: “problems or resources”: Environmental education through Mural painting activities as to enhance secondary school students’ knowledge and awareness on environment	Experiential learning: teacher and students are engaged in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values.	Students of each class work collaboratively to convey a unifying theme in a mural; - Students brainstorm, plan, research and gather imagery and texts that reflect the theme; - Students work collaboratively to execute the mural; - students learn about problems and resources of our town.	School activity for all classes		The whole school community	Coordinator and teachers	Mural in each class; Video of the class murals.	
	Topic: Green economy and sustainable tourism: students from graphic section guided by graphic teachers realized graphic	Project based Teamwork Cooperative learning	Creation of graphic products for the project “ GREENROAD ” about green economy and	Class 5 of graphic section	Responsible of GREENROAD project	Undefined	The responsible teachers and coordinator	Grafic product made by group of students https://padlet.com/profdeutshta/b8gb2uzcb110	

<p>products for the project “GREENROAD ”</p> <p>This project has the aim of a new touristic philosophy based on the green economy and sustainable tourism.</p>		<p>sustainable tourism.</p>						
<p>Field Trip Lesson “Dolphin watching” with “JONIAN DOLPHIN CONSERVATION” whose task is to preserve and protect the dolphins hosted in the Gulf of Taranto in the Ionian Sea.</p>	<p>Experiential learning: teacher and students are engaged in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values.</p>	<p>Students learn about:</p> <ul style="list-style-type: none"> - research projects; - mapping activities; - to track dolphin sightings; - to use nautical and grid maps; - plot locations using longitude and latitude; - Students take a point of view as they write about their dolphin/whale watching experience. 	<p>All 5th classes</p>	<p>marine biology experts of the scientific research association</p>	<p>Undefined</p>	<p>The responsible teachers of alternance school work and coordinator</p>	<p>https://padlet.com/profdeutschta/bzwjvqitboh9</p>	<p>photos</p>
<p>Field trip lesson with the cultural association XSARE “Community mapping school” whose</p>	<p>Experiential learning: teacher and students are engaged in direct experience and focused reflection in order to</p>	<p>Students learn about:</p> <ul style="list-style-type: none"> - Research projects; - mapping activities; 	<p>Students from class 4B tourism section</p>	<p>Experts of WWF association</p>	<p>undefined</p>	<p>The responsible teachers of alternance school work and coordinator</p>	<p>https://padlet.com/profdeutschta/fm4bl3Ofsf4I</p>	<p>Poster to advertise the lecture; photos of the lecture; PPT used during the lecture</p>

	aim is to realize an Ecomuseum. Students have improved their knowledge on the naturalistic scenery of our territory.	increase knowledge, develop skills and clarify values							
	Workshop on “health and environment“ held by the International society of Doctors for the environment ISDE	The lecture, the explanation, conversation, reflection and discussion	Wider awareness of problems regarding health and environment	50 students with their teachers	delegates from ISDE	The whole school community	The head teacher, the coordinator of the project, The, teachers who accompanied the students	https://padlet.com/profdeutschta/ask5rdxf3pm	Interactive reports on the activity; photos; Article for the school website
	Lesson about “Water and soil pollution” Prof. F. La Neve	Experimental method; Natural resource exploration methods; With group works students determine water quality from biological and chemical test results.	Reports on the activity using Joomag	Class 1A Az and 2A Az		Undefined	The responsible teacher and coordinator	https://www.joomag.com/magazine/water/082577601490560897 https://www.joomag.com/magazine/soil-pollution/0209474001490477126	Students’ PPT presentations; Photos of the activity
	Lesson: “Water analysis” – Class 4A /Ch guided by prof. La Neve and Prof. Tamma - Students set up a monitoring program. - Students	Experimental method; Natural resource exploration methods; With group works students determine water quality from biological and	Documentation of the activity collected in a PADLET	Class 4A chemical section		undefined	The responsible teacher and coordinator	https://padlet.com/profdeutschta/1rujw55o3h2j	Students’ Periodic Tables; Photos; Project Facebook; TwinSpace on eTwinning

	<p>choose an appropriate sampling site and collect samples.</p> <ul style="list-style-type: none"> - Students follow instructions to perform biological and chemical analyses of the samples. - Students use their understanding of the test results to analyze data and determine water quality. - Students present data and draw a conclusion. 	chemical test results.							
	<p>Realisation of a video about analysis of water – Class 5A Ch with Prof. Greco A. and Montenegro G.</p>	<p>Group work: an effective method to motivate students, encourage active learning, and develop key critical thinking, communication, and decision-making skills.</p>	<p>Video and reports of the activity</p>	<p>Class 5A chemical section</p>		<p>undefined</p>	<p>The responsible teacher and coordinator</p>	<p>https://www.youtube.com/watch?v=Yf0ei6ItD8U</p>	<p>The kahoot games</p>
	<p>Pigotta project. Creation of dolls with recycled Material. Adopting a doll and saving a life with the Pigotta project. This project came up with the fun and creative concept</p>	<p>Project based Teamwork</p>	<p>The dolls which has been sold to earn money for UNICEF</p>	<p>10 students 3 teacher</p>		<p>The whole school community</p>	<p>The responsible teacher</p>	<p>PADLET with Photos of the products and the activity;</p> <p>https://padlet.com/profdeut-schta/hpkytq_xuc56f Project</p>	<p>The materials created to implement the activity; photos; videos; drawings; article for the school website; poster to advertise the activity; Project Facebook; TwinSpace on</p>

	to raise funds for UNICEF as well as teach students about less fortunate children living in other countries.							facebook page	eTwinning
	Creating and playing Kahoot games to consolidate and share knowledge of environmental issues and Vocabulary Expansion in English and German language	Cooperative learning •Vocabulary Expansion in English and German language •Increased knowledge of the topic dealt with	Students' kahoot games	20 students and teachers		Other people willing to play the games	The responsible teacher and coordinator	The Kahoot games	The posters designed by the students; TwinSpace on the eTwinning platform
	Realization of the video LOVE OR LEAVE IT to raise awareness on environment Prof. Chiloiro A.	Project based Teamwork Cooperative learning. Use of audio-visual language to express opinions and share knowledge	Video clip	class 2C audiovisual section		Undefined	The responsible teacher and coordinator	https://www.youtube.com/watch?v=xt5cvYagCyc	Lesson Plan Summary of the lesson
	Grafic Workshop for students of grafic section about "water for life" Prof. Maria Messinese To promote water conservation class 4A Graphic section we	Project based Teamwork Cooperative learning. Use of audio-visual language to express opinions and share knowledge	Graphic products (slogans and bookmarks), Video: realized with different ITC tools.	Class 4 A graphic section		Undefined	The responsible teacher and coordinator	https://padlet.com/profdeutschta/qkpk9es63msg	Lesson Plan

	projected and realized some graphics and bookmark with messages and slogans in English language with different ITC tools. At the end they produced a video about water.								
	Environmental Education trip to connect students with nature. This trip had a significantly positive influence on students' appreciation for CIMINO Park, and on behaviors that protect park resources. The study measured students' attitudes toward environmental responsibility, respect for their community and for the resources of the Park, as well as intentions to perform personal behaviors at home that conserve natural resources.	Experiential learning: teacher and students are engaged in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values	Students learn about Behaviors to protect park resources. The study measured students' attitudes toward environmental responsibility,	Students from class 5B tourism section	Experts of WWF association	undefined	The responsible teachers of alternance school work and coordinator	https://padlet.com/profdeutschta/p0ty58rcjd5	Students' outputs
	Celebration of Earth day with	The lecture,	The main skills that	50 students with their	delegates from	The whole school	The head teacher,	https://padlet.com/profdeut	Students' outputs

	<p>association ISDE: Students will learn about the importance of “The earth day event”;</p>	<p>the explanation, conversation, reflection and discussion</p>	<p>students learn from this project are a better understanding of the importance of the environment . Wider awareness of the challenges our planet faces in terms of environmental sustainability</p>	<p>teachers</p>	<p>UNESCO and ISDE</p>	<p>community</p>	<p>the coordinator of the project, The, teachers who accompanying students</p>	<p>schta/thww3vaffjnx</p>	
	<p>The 22 march Celebration of the “World water day” with the participation of representatives of UNESCO and ISDE</p>	<p>The lecture, the explanation, conversation, reflection and discussion</p>	<p>Wider awareness of the challenges our planet faces in terms of environmental sustainability • Wider awareness of responsible use of water</p>	<p>50 students with their teachers</p>	<p>delegates from UNESCO and ISDE</p>	<p>The whole school community</p>	<p>The head teacher, the coordinator of the project, The, teachers who accompanying students</p>	<p>Poster to advertise the lecture; photos of the lecture; PPT used during the lecture, padlet. https://padlet.com/profdeutschta/mmken0pr9awp</p>	<p>Photos of the activity; Project facebook page and TwinSpace on eTwinning</p>
	<p>Sweden</p>								
	<p>One lesson Formal activity 90 min 16.12.2016 Teacher: Göran Wågström</p>	<p>Making a poster about the harmful particles in the air</p>	<p>Students work in groups and create a poster in PowerPoint.</p>	<p>Knowledge and understanding. Information retrieval and source criticism. Communicatin</p>	<p>21 students, 1 teachers</p>	<p>-</p>	<p>Parents, friends of participants . It cannot be counted.</p>	<p>The teacher that organized the activity The coordinator Activity sheet and</p>	<p>Direct observations, posters made by students.</p>

				g in an informative poster – to make information attractive, easy to understand and true.				portfolio analysis After activity M7	
Non-formal activity August-October 10h Teacher Madonna Pettersson and SLU	Participate in one of the mass phonological research “Höstförsöket 2016”.	The students learn about when the trees drop their autumn leaf and the processes around that.	The students reports to a website.	32 students / 1 teacher	SLU (Swedish University of Agricultural Sciences) Uppsala. It cannot be counted.	12000 students in Sweden, SLU	During and after activity The teacher and SLU, the students report to a website. M7, M10	Website: http://www.naturskalender.se/hf16.php	
Non-formal activity 19.09.2016 2h Teacher Madonna Pettersson, Maria Wisén and the foundation “Hållbara hav”.	Visit the ship “Tre Kronor af Stockholm”, sailing for the awareness of Sustainable Seas in the Gulf of Bothnia.	Participated in a seminar, visited an exhibition on Sustainable seas and also had a tour around the beautiful ship deck.	Discussions about sustainable seas.	64 students / 2 teachers	The foundation “Hållbara hav”- 3 people from the organization.	Parents, friends of participants . It cannot be counted.	The teachers, at place and discussions afterwards. M7, M10	Pictures (password Erasmus) and website: http://www.hallbarahav.nu/	
Non-formal activity 5-6.10.2016 2,5h + 2,5h Sundsvalls kommun, SIDA	Workshop "Think globally - act locally"	Participated in a workshop with “value-learning”. The students were given tasks to find out how we can find ideas to concretize the global goals in	Students were given the opportunity to give the local politicians views and ideas from young people. They got to practice to pitch an idea and sell it.	96 students / 2 students	It cannot be counted. Sundsvalls kommun, SIDA	Other participants from schools in Sundsvall. It cannot be counted.	Teachers. Discussions after the Global week. M7, M10	Pictures (password Erasmus), materials by students.	

			Sundsvall.						
Non-formal activity 19.10.2016 2h Unicef, teachers.	The UN-day	Unicef visited to pay attention to the UN-day, CNC and the global goals. The students created documents about CNC that will be passed forward to governments.	The students created documents about CNC that will be passed forward to governments.	32 students / 2 teachers	2 delegates from Unicef.	Parents, friends of participants . It cannot be counted.	Teachers, Unicef, at the lecture. M7, M10.	Documents made by students. Websites: http://www.globalamalen.se/om-globala-malen/ https://unicef.se/barnkonventionen	
Non-formal activity 12-16.12.2016 40h The teachers and the scientists at MIUN.	“Values”	A project with collaboration with a research-study at the University of Sundsvall. The students makes movies and presentations about CRC, the human rights, crimes among youths and how the grown-ups can be informed about this issues.	The movies and presentations from the students. Research results.	32 students / 8 teachers.	2 scientists from the university.	Parents, friends of participants . It cannot be counted.	The teachers and the scientists at MIUN. M10.	Movies and presentations made by the students.	
England									
Lithuania									

	Aida Vaiciuniene – biology teacher	Biology lesson. Students talked about forest. What kind of plants grow here, why forest important for us. Students prepared presentations about plants in the forest.	The explanation, conversation , working in groups session, reflection and discussion	Understanding the role of project proposals in project management	1 teacher, 28 students	-	-	The coordinator of the project and teacher during the activities M4. M6,	photos from the activity, school's page http://www.tauragesausra.lt , diary
	Aida Vaiciuniene – Biology teacher and Daiva Kvietkuviene – English Teacher	Integrated English – Biology lesson „Pasport of the tree“. Students had to decide about tree's age, height, type and other features	The explanation, conversation , working in groups session, reflection and discussion	Understanding the role of project proposals in project management, acquired competencies	2 teachers, 20students	-	-	The coordinator of the project, direct observation The teachers who accompanied the students	The coordinator of the project, the teachers who accompanied the students
	Aida Vaiciuniene – Biology teacher	Biology lesson. 4 th October – World Animal Day. That day students met naturalist who told about this day and the importance of animals. Students watched the film about pets, how to take care about pets	The explanation, conversation , working in groups session, reflection and discussion	Understanding the role of project proposals in project management	1 teacher, about 60 students	1 naturalist from organization that protects animals	-	The coordinator of the project, the teachers who accompanied the students	photos from the activity, school's page http://www.tauragesausra.lt , diary,
	Rasa Raudoniene – primary classes	Lesson “Save trees” . Students of the 2 nd class spend time in the school park because they wanted to know more about trees and to research	The explanation, conversation , working in groups session,	Understanding the role of project proposals in project management,	1 teacher, 26 students	-	-	The coordinator of the project During the activities M4. M6, M7, M8	photos from the activity, school's page http://www.tauragesausra.lt ,

	Rasa Dautariene – Primary classes	them <u>Art and crafts lesson</u> “Autumn is a harvest time”	reflection and discussion The explanation, reflection and discussion	acquired competencies Understanding the role of project proposals in project management, acquired competencies	1 teacher, 16 students	-	Parents of students	The coordinator of the project, the teacher During the activities M4, M6, M7, M8	diary photos from the activity, diary
	Rasa Raudoniene – Primary classes	<u>Research. Science lesson.</u> Students talked about water and air pollution. They did research with water and washing liquid because they wanted to know how we change the quality of water when we use washing liquid	The explanation, conversation , working in groups session, reflection and discussion	Understanding the role of project proposals in project management	1 teacher, 26 students	-	-	The coordinator of the project, the teachers who accompanied the students	photos from the activity, diary
	Vida Karbauskiene – Art - Technology teacher	<u>Art lesson</u> ” Painting on a stone”. During this lesson students understood that can paint not only on paper but they can do it on a stone too. So, they don’t need paper and save some trees <u>Technology lesson:</u> Students	The explanation, conversation , reflection and discussion	Understanding the role of project proposals in project management, acquired competencies	1 teacher, 30 students	-	All students and teachers and guests	The coordinator of the project During the activities M4, M6, M7, M8 The coordinator of the project The, teacher	photos from the activity, diary, exhibition

	<p>Art - Technology teacher</p> <p>Aida Vaiciuniene – Biology teacher</p> <p>Aida Vaiciuniene – Biology teacher</p>	<p>made VASE using paper for recycling: magazines, newspapers, posters</p> <p>Biology lesson: Project „Plants with medicinal power“. Students talked about plants, where to find, how to prepare, why are they useful. They made exhibition of these plants</p> <p>Civil Safety: students did research how aerosols and different cleaning liquids are dangerous for people’s health and nature</p> <p>Non formal activity“Day without a car“. Students took part in the action „Day without a car“. They came to school by bike or</p>	<p>The explanation, conversation , reflection and discussion</p> <p>The explanation, conversation , working groups session, reflection and discussion Made presentation about their works(final products)</p> <p>The explanation, conversation , working groups session, reflection and discussion, Made presentation about their works(final products)</p>	<p>Understanding the role of project proposals in project management, acquired competencies</p> <p>Understanding the role of project proposals in project management, acquired competencies</p> <p>Understanding the role of project proposals in project management,a cquired competencies</p>	<p>1 teacher, 30 students</p> <p>1 teacher, 30 students</p> <p>1 teacher, 30 students</p>	<p>-</p> <p>-</p> <p>-</p>	<p>-</p> <p>All students and teachers and guests</p> <p>-</p>	<p>who accompanied the students</p> <p>The coordinator of the project the, teacher who accompanied the students</p> <p>The coordinator of the project During the activities M4. M6, M7, M8</p> <p>Head teacher, the coordinator of the project The, teacher</p>	<p>photos from the activity, diary</p> <p>photos from the activity, school’s page http://www.tauragesausra.lt, diary, exhibition</p> <p>photos from the activity, school’s page http://www.tauragesausra.lt, diary</p>
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	All teachers	<p>on foot. If it was possible, students asked their parents and friends to do the same</p> <p>Non formal activity „In the museum“.</p> <p>Students were told about birds and animals that live in our district. Photographer told why we have to take care about animal and birds and what kinds of them are extinct</p>	<p>The lecture, the explanation, conversation , reflection and discussion</p>	Understanding the role of project proposals in project management	All teachers and all students	Parents of students	All community	who accompanied the students	photos from the activity, school's page http://www.tauragesausra.lt , diary
	Danute Kiliokaitiene-English teacher	<p>Non formal activity: Visit to farm. The owner of the farm told more about animals and birds, how they feel people's emotions and why we should love them</p>	<p>The lecture, the explanation, conversation , reflection and discussion</p>	Understanding the role of project proposals in project management, acquired competencies	2 teachers, 30 students	1 The Guide of the nuseum	-	The head teacher, the coordinator of the project During the activities M4. M6, M7, M8,	photos from the activity, school's page http://www.tauragesausra.lt , diary
	Rasa Dautariene	<p>Non formal activity“What do you know about protected places in Lithuania“.</p> <p>Students had meeting with people from Pagramantis Regional Park and had discussion with them and</p>	<p>The lecture, the explanation, conversation , reflection and discussion</p>	Understanding the role of project proposals in project management, aquired competencies	1 teacher, 18 students	1.The owner of the farm	-	The head teacher, the coordinator of the project During the activities M4. M6, M7,	photos from the activity, school's page http://www.tauragesausra.lt

	<p>Aida Vaiciuniene – Biology teacher</p>	<p>competition</p> <p><u>Non formal activity</u> “Christmas Light is coming to us”. Students and teachers decorated classrooms; students made Christmas Trees (using things for recycling)</p>	<p>conversation , reflection and discussion</p> <p>The explanation, conversation , working groups session, reflection and discussion, presentation about their works(final products)</p>	<p>Understanding the role of project proposals in project management</p> <p>Understanding the role of project proposals in project management,a cquired competencies</p>	<p>1 teacher, 28 students</p> <p>All teacher, all students</p>	<p>3 people from Pagramantis regional Park</p> <p>-</p>	<p>-</p> <p>All community</p>	<p>M8</p> <p>The head teacher, the coordinator of the project, The teachers who accompanied the students</p>	<p>agesausra.lt, diary</p> <p>photos from the activity, school’s page http://www.tauragesausra.lt, diary</p> <p>photos from the activity, school’s page http://www.tauragesausra.lt, diary</p>
<p>Poland</p>	<p><u>One hour – formal activity</u> Teacher: Joanna Hubert</p>	<p>“What are natural resources?” – biology lesson</p>	<p>Class discussion conducted by teacher, brainstorming, group work</p>	<p>Teacher asks students what are natural resources and encourage them to make educated guesses.</p>	<p>1 teacher, 25 students</p>	<p>-</p>	<p>-</p>	<p>The teacher that organized the activity. The coordinator.</p>	<p>School documents, posters</p>

	<p><u>One hour – formal activity</u> Teacher: Joanna Hubert</p>	<p>“Different types of environmental conservation in Poland.” – biology lesson</p>	<p>group project, class discussion conducted by teacher, brainstorming</p>	<p>Teacher explains definition of natural resources and differences between renewable and non-renewable resources (use a poster). Students work in small groups. Each group thinks about results of resource depletion and shows how important alternative energy resources are for the environment and human. Each group presents its opinion to a class. Teacher summarises all information and gives students a review activity „What have you learned today?”. Teacher asks students what types of environmental conservation they know.</p>	<p>1 teacher, 25 students</p>	-	-	<p>The teacher that organized the activity. The coordinator.</p>	<p>School documents</p>
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	<p><u>One hour – formal activity</u> Teacher: Joanna Hubert</p>	<p>“How is biodiversity related to the biosphere?” – biology lesson</p>	<p>group project, class discussion conducted by teacher, video, brainstorm, analysis of data</p>	<p>Teacher explain what are national parks and nature reserves. Students work in pairs. Each pair reads information in student book about one national park in Poland (chosen by teacher). They take notes about geographical location, fauna and flora. Each group presents their work to a class- shows the location of national park on the map and describes why it is important for nature. To sum up the lesson teacher asks students short questions about each national park.</p> <p>Teacher explains what biodiversity means and asks students why is biodiversity important to</p>	<p>1 teacher, 25 students</p>	-	-	<p>The teacher that organized the activity. The coordinator.</p>	<p>School documents</p>
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	<p><u>One hour – formal activity</u> Teacher: Anna Matuszewska</p>	<p>“Sustainable development and Human Development Index.” – civics lesson</p>	<p>Lecture, brainstorming – searching for data HDI and preparation of comparison – source working, carrying out discussion about lowest</p>	<p>keep balance in nature (brainstorm - students give some ideas). Students work in pairs. They analyze the data about numbers of species on Earth. Then students decide which kingdom is the richest. Students watch short video about Great Barrier Reef and Amazon Rainforest. After the video they discuss the roles of these ecosystems and the dangers to their biodiversity. Students decide what people should do to keep biodiversity safe and why it is important. They write the ideas on the blackboard.</p> <p>Students take part in the lecture about Sustainable</p>	<p>1 teacher, 25 students</p>	<p>-</p>	<p>-</p>	<p>The teacher that organized the activity. The coordinator.</p>	<p>School documents</p>
	<p><u>One hour – formal activity</u> Teacher: Anna Matuszewska</p>	<p>“Initiatives and inventions of helping developing countries” – civics lesson</p>	<p>Lecture, brainstorming – searching for different programs which helps developing countries (ex. Fair Trade, Lifestraw), carrying out discussion about role of those initiatives in achieving goal nr 1, group work – how to provide nationally</p>	<p>Students take part in the lecture about Sustainable</p>	<p>1 teacher, 25 students</p>	<p>-</p>	<p>-</p>	<p>The teacher that organized the activity. The coordinator.</p>	<p>School documents</p>

	<p><u>One hour – formal activity</u> Teacher: Anna Matuszewska</p>	<p>“International law of protecting nature.” – civics lesson</p>	<p>appropriate social protection systems</p> <p>Lecture about Paris Agreement, brainstorming – searching for data about natural disasters and its causes, carrying out discussion about role of integration climate change measures into national policies, strategies and planning</p> <p>Coursebooks, dictionaries, the internet.</p>	<p>Development Goal nr 1 and introduction of Human Development Index.</p> <p>Students are divided into groups, they are searching for HDI data in a given areas. Analysis of results on a forum of class. Discussion about the role of every human in fighting poverty. Questions and answers.</p> <p>Subject is a continuation of previous one. Students are divided into groups, they are searching for different initiative that helps developing countries. Analysis of results on a forum of class. Discussion about the role of different inventions to help fighting poverty. Students are</p>	<p>1 teacher, 25 students</p>	<p>-</p>	<p>-</p>	<p>The teacher that organized the activity. The coordinator.</p>	<p>School documents</p>
	<p><u>One hour – formal activity</u> Teacher: Jagoda Wąsik</p>	<p>“The ozone layer, sustainable development and greenhouse effect – reading and vocabulary.” – English lesson</p> <p>“Organising an environmental campaign against consumerism – speaking” – English lesson</p>	<p>Flashcards, coursebooks</p>	<p>Students are</p>					

	<p><u>One hour – formal activity</u> Teacher: Jagoda Wąsik</p>	<p>“Causes of global climate change” - geography lesson</p>	<p>, dictionaries, the internet.</p>	<p>divided into groups and they are working on social protection systems. Questions and answers.</p>	<p>1 teacher, 15 students</p>	-	-	<p>The teacher that organized the activity. The coordinator.</p>	<p>School documents</p>
	<p><u>One hour – formal activity</u> Teacher: Bartłomiej Kopaczyński</p>	<p>“Water cycle.” – geography lesson</p>	<p>classroom debate</p>	<p>Students take part in the lecture about Sustainable Development Goal nr 13. Students are divided into groups. They are searching for different data about natural disasters. Analysis of results. Discussion about the role of integration climate change measures into national policies, strategies and planning. Questions and</p>	<p>1 teacher, 15 students</p>	-	-	<p>The teacher that organized the activity. The coordinator.</p>	<p>School documents</p>
			<p>Video “Water</p>		<p>1 teacher, 16 students</p>	-	-		

	<p><u>One hour – formal activity</u> Teacher: Bartłomiej Kopaczyński</p>	XXIII Olympic race	changes everything” and discussion;	answers.				The teacher that organized the activity. The coordinator.	School documents
	<p><u>Five hours – non formal activity</u> Teachers: Bartłomiej Kopaczyński, Ewa Nowak</p>	The educational trip to to the top of Ślęza	Sport activity, running	The teacher ask questions about the most common environmental problem. Students participate in the discussion, Students read the text and fill in the gaps using the vocabulary given, they use dictionaries or ask the teacher is necessary.	1 teacher, 25 students	-	-		
	<p><u>Ten hours – non formal activity</u> Teachers: Agata Karolczyk-Kozyra, Agnieszka Jamrozek, Joanna Hubert</p>	Clean up the world action!	Sport activity	The teacher ask questions about consumerism and its impact on the environment. Students participate in the discussion, they choose the best poster for their campaign and justify their choices. Students	3 teachers 36 students			The teacher that organized the activity. The coordinator.	School documents
	<p><u>Two hours – non formal activity</u> Teacher: Bartłomiej Kopaczyński</p>	“WATER - WELL FROM THE TAP”	Cleaning of school area		6 teachers 80 students	About 2500 people from our country	It can not be counted		
	<p><u>Two hours – non formal activity</u></p>								

<p>Teachers: Agnieszka Jamrozek, Joanna Hubert</p> <p><u>Two hours – non formal activity</u> Teacher: Bartłomiej Kopaczyński</p> <p><u>Non formal activity</u> Teacher: Agata Karolczyk-Kozyra</p> <p><u>Five hours Non formal activity</u> Teacher: Joanna Hubert, Agnieszka Jamrozek</p> <p><u>Three hours non formal activity</u> Teacher: Joanna Hubert, Agnieszka Jamrozek</p>	<p>“Traveller IQ”</p>	<p>The lecture about the water in PWSZ Leszno (State Higher Vocational School)</p>	<p>answer the questions connected with consumerism and the environment. They discuss the usefulness of similar campaigns.</p>	<p>1 teacher 30 students</p>	-	80 parents	Physical education and geography teachers	<p>FB, http://zan.edu.pl/liceum/</p>
	<p>“And you can be Santa Claus also” action.</p>	<p>School competition about tourism.</p>	<p>The group of 16 students was divided into 2 groups: human causes and essentially natural (environmental), then after one week preparation (background reading, preparing arguments) the debate started in the classroom; both sides presents the crucial pros for their side; then came suggestions from opposite group; then we came to the conclusions (more human than natural) and summary;</p>	<p>2 teachers, 30 students</p>	-	-	6 teachers involved in project, coordinator of the project	<p>http://zan.edu.pl/liceum/ FB, local media www.zw.pl</p>
	<p>Visit in the Mineralogical Museum in Wrocław</p>	<p>A collection of used toys.</p>	<p>Workshops</p>	<p>1 teacher, 20 students</p>	1 from PWSZ Leszno (State Higher Vocational School)	30 parents	Geography teacher, coordinator of the project	<p>www.zan.edu.pl , www.zangeography.blogspot.com, FB</p>
	<p>Nature workshop for Lysiny elementary school pupils</p>	<p>Show, workshop</p>	<p>Introduction to the elements of</p>	<p>2 teachers, 50 students</p>	-	-	Biology and	<p>www.zan.edu.pl</p>

				<p>water cycle, description of areas of water scarcity, then with the help of short video we identified main problems with access to fresh water in Africa; we discussed the consequences of danger situation of girls and women in african countries (especially Sahel region);</p> <p>Understanding the role of man in the candles of nature and in society.</p> <p>Understanding the role of man in the environment and in society.</p>	<p>2 teachers, 8 students</p>	<p>It can not be counted</p> <p>2 persons from University of Wroclaw</p> <p>Teachers and students from primary school</p>	<p>It can not be counted</p> <p>50 parents</p> <p>-</p>	<p>chemistry teachers, coordinator of the project</p> <p>Geography teacher, Head teacher, students</p> <p>Coordinator of the project</p> <p>Biology and chemistry teachers and students</p> <p>Biology and chemistry teachers and students</p>	<p>www.zangeography.blogspot.com</p> <p>FB</p> <p>School website www.zan.edu.pl Pictures</p> <p>School website www.zan.edu.pl pictures</p>
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Understanding the role of man in the environment and in society. The science of segregation of garbage.

Importance of water in human life

Competition. Students using new IT technology.

Students collect toys for children from the poorest families and donated toys to

				<p>charities.</p> <p>The workshops at the Mineralogical Museum and the Geological Museum of the Institute of Geological Sciences of the University of Wroclaw.</p> <p>The workshop for pupils from primary school, ju jitsu show</p>					
<p>O2-A7. September 2016 Project management training for teachers and students. Realization of drafts of ecological miniprojects</p>	<p>2 days 7 hours Iordache Stefania- teacher (UVT) Tolea Ecaterina-teacher (CNIV) Zepisi Simona-Coordonator of the project</p>	<p>Training Session Environmental Issues –briefly introduction Project Basics. What is (and what is NOT) a Project Project Analysis. Developing the Problem Tree Analysis Practical Session. Problem Tree Analysis for a specific environmental issue, Developing the Solution Tree of the identified problem Interactive Session. Reflection and discussion</p>	<p>The lecture The explanation, conversation Working Groups Session Reflection and discussions</p>	<p>Acquired Competencies:</p> <ul style="list-style-type: none"> • Understanding the role of project proposals in project management • Conducting preparatory work before project proposal writing • Developing comprehensive and viable environmental project plans by setting realistic goals 	<p>15 teachers 35 students</p>	<p>One teacher -VALAHIA University of TARGOVIS TE, Environmental Engineering and Food Science Faculty</p>	<p>It can not Be counted</p>	<p>The coordinator of the project During the activities M4. M6, M7, M8</p>	<p>Padlet https://padlet.com/zepisi_simona/trainingRO Facebook page of the project Products of participants Pictures End of activities feedback</p>

				and determining the resources needed.					
O2-A8. October- January Writing and implementing of an ecological project by the students of each school.	Romania 2 months The team of the miniproject Zepisi Simona- Coordonator of the project (ACEAFNE)	“Electromagnetic pollution and its effect on people” “Indoor pollution- an unseen enemy!”	Debate The conversation Explication Team work Problematization Reflection and discussions	To entice young learners into moderately using gadgets that give out electromagnetic radiations, by raising awareness of the hazards involved, in order to prevent damage to their health.	4 students (grade 12 B, 12G) that coordinate implementation One student (grade 11C) -member 8 teachers involved 10 students Grade 10B 10 students Grade 8B	VALAHIA University of TARGOVISTE 2 representants Representant Cross Red Dambpvita County	It can not Be counted	The students and the teacher that coordinated implementation- during of the project	The portfolio Minutes Picture Feedback sheets Questionnaire Site of the project https://www.youtube.com/watch?v=FU5mACTo25o https://play.kahoot.it/#/k/e213c6ba-8120-4040-9fa9-9562bceae1dd https://play.kahoot.it/#/k/bb0d1a82-7136-4618-9ff0-518c9afc252b http://www.columnatv.ro/indoor-air-polution-an-unseen-enemy/ http://www.gazetadambovitei.ro/educatie/proiect-erasmus-elevii-de-la-ienachita-vacarescu-invata-cum-sa-reduca-impactul-poluarii-indoor/ https://padlet.com/catavlad99/poluare https://padlet.com/catavlad99/8

									<u>B_PPT</u>
	2 months The team of the miniproject Zepisi Simona- Coordonator of the project (ACEAFNE)	“Indoor pollution- an unseen enemy!”	Debate The conversation Explication Team work Problematization Reflection and discussions	To raise students’ awareness of the harmful effects of indoor pollution and adopt a beneficial attitude in order to protect one’s own health.	2 students (grade 12 B) that coordinate implementation One student (grade 12B) -member 8 teachers involved 23 students Grade 8B	The representative of Dambovita Red Cross	It can not Be counted	The students and the teacher that coordinated implementation- during of the project	The portofolio Minutes Picture Feedback sheets Questionnaire Site of the project https://www.facebook.com/groups/1024989790893508?view=permalink&id=1338992212826596 https://padlet.com/catavlad99/poluare https://padlet.com/catavlad99/8B_PPT
	Czech Republic	Competition on Environmental issues for students of Middle School in Ostrava region	Presentations in front of public	10 teams from different schools participated, final was held in Karolina Shopping Mall	3 teachers, 20 students	10 teachers and 40 students from other schools	Difficult to count	All activities were monitored by project coordinator	Photos, poster, TV performance
	Italy	1 project “RES COMUNES OMNIUM: Water”	Analysis; Observations and free explorations ; Observations and direct works;	Students will be able to: Look through their senses and/or tools; Understand the phenomena observed;	15 teachers, 50 students.		It can not Be counted	Students and teachers	https://padlet.com/profdeuschta/yh2rpfwnpu2e https://padlet.com/profdeuschta/fbglwt8c42xe

			<ul style="list-style-type: none"> - Experimental and research activities; - Description of the phenomena observed through the drafting of reports. 	Describe the phenomena observed with verbal and non-verbal language; Formulate hypotheses; Collect water samples and analyze them; Use background knowledge.					https://padlet.com/profdeutschta/mmken0pr9awp https://padlet.com/profdeutschta/gwytwtobewk3 https://padlet.com/profdeutschta/b296u9c6quqj https://padlet.com/profdeutschta/u8ycbewu09zp https://padlet.com/profdeutschta/k0ou2bzshrq2
	<p>Poland</p> <p>3 months, miniproject team, geography teacher Bartłomiej Kopaczyński</p>	'Water our precious resource'	The conversation, explication, team work, problematization, debate, discussion, lecture, questionnaire, quiz, campaign, reflection	Students made exhibition for all school community, they inform about water. They prepare leaflet for parents. They organize a meeting with presentation for students about water. They conducted the questionnaire and a poster.	3 students that coordinate the project, all students from the school, 1 teacher	-	It cannot be counted	The students and the teacher that have coordinated the miniproject	Questionnaire, leaflet, information on Internet www.zangeography.blogspot.com , Pictures, presentation, poster, exhibition
	Portugal – in progress								

<p>O2A9. March 2016 Presentation/Analysis/Evaluation of the results of student projects and of the curriculum integrated activities/non-formal activities by teachers</p>	<p>ITALY</p>	<p>Presentation and Analysis of the environmental projects locally written and implemented by students with the teachers' support.</p>			<p>All students and teachers of partner countries present during meeting in Italy together with Italian students involved in the project</p>		<p>undefined</p>	<p>Coordinators students and teachers</p>	<p>https://padlet.com/profdeutschta/7yghm485oyl2 https://padlet.com/profdeutschta/py52ox1vrb75</p>
<p>O2.A10. March- May 2017 Revision/improvement/finalization of the methodological guide (contains curriculum integrated activities for different subjects, non-formal activities performed by teachers and student environmental projects)</p>	<p>Romania</p>								
	<p>England</p>								
	<p>Lithuania</p>								
	<p>Czech Republic</p>								
	<p>Poland</p>								
	<p>Italy</p>								
	<p>Sweden</p>								

	Portugal								
	Duration (how many days/ hours) Who organises/ does it? Who is responsible for it?	Description of the activity	Methods	Description of results (what, how many)	Number of students/ teachers Involved (direct beneficiary)	Number of participants from local partner organization or other organisations (please, write the name of organisation)	The number of indirect beneficiary (parents, students, teachers)	How is it monitored? Who is monitoring? When is it monitored?	(Re)Sources for verification
Other activities	Romania 5 days for preparing the DANCE	FLASHMOB		120 students are dancing in the same time	120	-	100	During activity Direct observation	https://m.youtube.com/watch?v=fhwrTJUTV_4
	Italy	NO							
	Portugal	NO							
	Czech Republic	NO							
	Sweden	BELOW							
	Poland	NO							
Learning/Teaching/Training Activities									
C6. Short-term joint staff training events	5 days The host school Romania 26th-30th September 2016	Project management – training + workshop Thematic trips Exchange a good practices : formal activities- Chemistry, biology, non-formal activities Meeting with the representatives of Environmental Protection	The lecture The explanation, conversation Working Groups Session Reflection and discussions Evaluation	12 teachers took part in formal and non-formal activities, training, workshop	12 teachers	2 participants- Environmental Protection Authority of Dambovita 2 participants- Natural Park Bucegi 2 Participants- Bison Farm Bucsani 1 participant- Salvamont Dambovita	27 teachers from CNIV	Coordinator of the project During all activities M4. M6, M7	Website of the project Facebook page Padlet Presentations about Natural Park The formal and non-formal activities Presentations- Endangered species Training- "WRITING

		Authority of Dambovită Visit to UVT							<u>ENVIRONMENTAL PROJECT PROPOSAL</u> Evaluation after LTT Romania http://www.gazetadambovitei.ro/educatie/targoviste-elevi-din-8-tari-au-participat-la-un-workshop-pe-teme-de-mediul-si-ecologie/
C7. Short-term exchanges of groups of pupils	5 days The host school Romania 26th-30th September 2016	Project management – training + workshop Thematic trips Integrated lessons: English, ITC Workshop Meeting with the representatives of Environmental Protection Authority of Dambovită Visit to UVT Practical activities	The lecture The explanation, conversation Working Groups Session Reflection and discussions Evaluation	35 students involved in training, workshop, practical activities	35 students	2 participants- Environmental Protection Authority of Dambovită 2 participants- Natural Park Bucegi 1 participant- SIGUREC Ploiesti 2 Participants -Bison Farm Bucsani 1 participant- Salvamont Dambovită	32 parents Friends of the host students Other students from our school	Coordinator of the project During all activities M4. M6, M7	<u>Padlet Presentations about Natural Park</u> <u>The formal and non-formal activities Presentations- Endangered species</u> <u>Training- “WRITING ENVIRONMENTAL PROJECT PROPOSAL”</u> <u>Evaluation after LTT Romania</u>
C11. Short-term exchanges of groups of pupils	5 days The host school Poland 27th February 30th March	Project management – training + workshop Thematic trips.	The presentations about formal education,	14 teachers from partners countries took part in formal and non-	14 teachers	1 participants- chemical show 2	12 teachers from Polish school was involved in all	Coordinator of the project During all activities M4. M6, M7	Local media www.zw.pl , www.elka.pl , school website www.zan.edu.pl

	2017	Exchange a good practices : formal activities, bilingual teaching non-formal activities.	presentation of bilingual teaching lesson, conversation Group Working, Reflection and discussions Evaluation	formal activities, training, workshop		participants- from Forestry Włoszakowice 2 Participants from Wilderness Tarnawska 1 participant- Water Tower in Wschowa 2 participant – Nature Center Zielona Góra	activities		presentations – exchange good practices, pictures
	5 days The host school Poland 27th February 30rd March 2017	Project management – workshop + non-formal education Thematic trips. Art workshop. Dictionary workshop. Meeting with the representatives of Environmental Protection Authority.	The explanation, conversation , educational game with maps, Working Groups Session Reflection and discussions Evaluation	29 students from partners countries and 29 students from Polish school took part in formal and non-formal activities, training, workshop game	29 students from partners countries and 29 students from Polish school	1 participants-chemical show 2 participants- from Forestry Włoszakowice 2 Participants from Wilderness Tarnawska 1 participant- Water Tower in Wschowa 2 participant – Nature Center Zielona Góra	29 parents, Friends of the host students Other students from our school	Coordinator of the project During all activities M4. M6, M7	Local media www.zw.pl , www.elka.pl , school website www.zan.edu.pl presentations – exchange good practices, pictures, maps, dictionary
C9. Short-term exchanges of groups of pupils	Italy	5 days The host school ITALY 03rd-07th April 2017	Presentation and Analysis of the environmental projects locally written and implemented by students with the	Lecture, conversation Working Groups/ Session, Reflection and discussions, Evaluation	38 students and 15 Teachers took part to seminar, workshop, practical activities	38 students and 15 Teachers		40 parents, Friends of host students, other students from our school	Coordinator of the project

teachers' support.

Trip to **Valle d'Itria**. A model of sustainable development .

Trip to the WWF Oasis "**Palude e la vela**" with bird watching. An Oasis with a rich flora and an interesting fauna characterized by sedentary species and migration.

Participation in thematic workshops and collaborative learning activities. :
-Chemical workshop
-Art workshop
- Audiovisual workshop

Other activities- Sweden

Activity	Duration (how many days/ hours)	Who organizes/ does it?	Description of results (what, how many)	Number of students/ teachers Involved (direct beneficiary)	Number of participants from local partner organization or other organizations (please, write the name of organization)	The number of indirect beneficiary (parents, students, teachers)	How is it monitored?	Who is monitoring? When is it monitored?	(Re)Sources
Participate in one of the mass phonological research "Höstförsöket 2016".	August-October 10h	Teacher and SLU	The students learn about when the trees drop their autumn leaf and the processes around that.	32 students / 1 teacher	SLU (Swedish University of Agricultural Sciences) Uppsala.	12000 students in Sweden, SLU	M7, M10	The teacher and SLU, the students report to a website.	Website: http://www.naturenskalender.se/hf16.php
Participated in the exhibition of "The cube" (Human rights) in Stockholm.	26-27/8 2 days	Teachers and The Raoul Wallenberg institute of human rights and humanitarian law.	Participation, one student had a speech and another was singing	7 students / 4 teachers	The Raoul Wallenberg institute of human rights and humanitarian law.	400 VIP-guests	M10	The teachers at place.	Pictures (password: Erasmus) and websites: http://raoulwallenberg.se/projekt/kubprojektet/ http://www.st.nu/vasternorrland/sundsvall/idol-saron-skasjunga-nationalsang-for-statsminister-stefan-lofven
Studying the planktons from the neighbouring lake (Sidsjön).	2 & 9 /9 2h	Teacher	Learning about plankton and methodical-learnings about the ecological tools.	32 students / 1 teacher	-	-	M7, M10	The teacher, at the lesson	Pictures (password: Erasmus).
Excursion in the forest	8/9 1 day	The teachers.	The ecological training is about different species, the nitrogens role in the ecosystem, logging, the forests succesion order, different soil etc.	32 students / 2 teachers	-	-	M7, M10	The teacher, monitored at the field and at lessons after.	Pictures (password Erasmus), documentation by students.

Excursion to a lake (Sidsjön).	13/9 1 day	The teachers	The ecological training is about the condition of the lake (pH, plankton, conductivity, alkalinity, transparency of the water, and species in the lake) and plants and animals around the lake.	30 student / 2 teachers	-	-	M7, M10	The teacher, monitored at the field and by reports from the students.	<u>Pictures</u> (password Erasmus), reports.
"Field-day"	15/9 4 h	The PE-teachers.	Forest school and sustainability of the natural environment are a part of the curriculum in the PE. The students learn about outdoor life, paddle, first aid and sustainable development.	Aprox. 350 students / 40 teachers	The forest school "Kom-ut".	-	M7, M10	The teachers and PE-teachers, at place and at lessons afterwards.	<u>Pictures</u> .
Visit the ship "Tre Kronor af Stockholm", sailing for the awareness of Sustainable Seas in the Gulf of Bothnia.	19/9 2h	The foundation "Hållbara hav".	Participated in a seminar, visited an exhibition on Sustainable seas and also had a tour around the beautiful ship deck.	64 students / 2 teachers	The foundation "Hållbara hav".	-	M7, M10	The teachers, at place and discussions afterwards.	<u>Pictures</u> (password Erasmus) and website: http://www.hallbara-hav.nu/
Discussions about the global goals	22/9 1h	The teachers	All students at the Natural science program were divided in to smaller groups and discussed the global goals. They were given a task to prioritize their three most important (of their oppinion).	91 students /	-	-	M7, M10	The teachers afterwards.	<u>Pictures</u> (password Erasmus) and documents from the students.
Excursion	23 & 30/9 8h	The teacher.	The students studying the lake and forest ecosystems.	32 students / 1 teacher	-	-	M7, M10	The teacher, at place and at lessons afterwards.	<u>Pictures</u> , reports.
Presentation – global goals	3/10 5h	The teacher.	A presentation (speech) of a topic related to one of the 17 goals, and relates it to their education/chosen specialisation area/	31 students / 1 teacher	-	-	M7, M10	The teacher during the presentations.	Speeches, <u>pictures</u> (password Erasmus).

			societal issues local or global.						
"But I'll just say what I want?"	3/10 1h	Sundsvalls kommun, SIDA, Jonathan Lundqvist	Students participated in lecture by Jonathan Lundqvist from "Reporters without borders" about world press freedom and the freedom of speech.	90 students / 2 teachers	Sundsvalls kommun, SIDA	Other participants from schools in Sundsvall.	M10	Teachers. Discussions after the Global week.	Website. http://www.reportr.arutangranser.se/
"DrivKraft- energy-efficient construction and renewable energy"	4/10 1h	Sundsvalls kommun, SIDA, Lars Andrén	Participated on a seminar on the advantages of investing on clean energy, especially Solar energy by Lars Andrén.	127 students / 2 teachers	Sundsvalls kommun, SIDA	Other participants from schools in Sundsvall.	M10	Teachers. Discussions after the Global week.	Pictures (password Erasmus) and website. http://www.drivkraft.nu/
Workshop "Think globally - act locally"	5/10 + 6/10 2,5h + 2,5h	Sundsvalls kommun, SIDA	Participated in a workshop with "value-learning". The students were given tasks to find out how we can find ideas to concretize the global goals in Sundsvall.	96 students / 2 students	Sundsvalls kommun, SIDA	Other participants from schools in Sundsvall.	M10	Teachers. Discussions after the Global week.	Pictures (password Erasmus), materials by students.
"This changes everything"	5/10 2h	Sundsvalls kommun, SIDA	The students and teachers watched Naomi Klein's documentary about climate change.	122 students / 9 teachers	Sundsvalls kommun, SIDA	Other participants from schools in Sundsvall.	M10	Teachers. Discussions after the Global week.	Website: https://thischangeseverything.org/
"Panel discussion"	5/10 2h	Sundsvalls kommun	Two students participated on a panel-discussion concerning LUPP (a youth survey) with local politicians.	2 students	Sundsvalls kommun	Local politicians.	M10	Sundsvalls kommun.	http://sundsvall.se/wp-content/uploads/2016/06/Ungdomsunders%C3%B6kning-LUPP-2016.pdf
"Follow-up"	6/10 1h	The teachers at the Natural science program.	The students were given exercises (concerning the documentary "This changes everything") to discuss in smaller groups.	91 students / 8 teachers	-	-	M10	Teachers, after the discussions.	Notes from the Students.
"The difficulty of negotiating with a blue whale",	6/10 1h	Sundsvalls kommun, SIDA, Sweet-dreams	The students from the Natural science program went to a theater/musical called "the difficulty of negotiating with a blue	122 students / 4 teachers	Sundsvalls kommun, SIDA	Other participants from schools in Sundsvall.	M10	Teachers. Discussions after the Global week.	Pictures (password Erasmus) and website. http://www.sweet-dreams.se/

			whale”, a creative way to lift the environmental issue.						
“Common goals for a better world!”	6/10 1h	Sundsvalls kommun, SIDA, Joachim Beijmo.	A lecture by Joachim Beijmo (chief of staff at SIDA) about the poverty in the world and how we can create better conditions to help humans to get out of poverty and oppression.	91 students / 4 teachers	Sundsvalls kommun, SIDA	Other participants from schools in Sundsvall.	M10	Teachers. Discussions after the Global week.	<u>Pictures</u> (password Erasmus) and website: www.sida.se
“Is the world getting better?”	6/10 1h	Sundsvalls kommun, SIDA, Staffan Landin.	A lecture by Staffan Landin, with help from Gapminder and statistic he gives a positive message!	64 students / 3 teachers	Sundsvalls kommun, SIDA	Other participants from schools in Sundsvall.	M10	Teachers. Discussions after the Global week.	<u>Pictures</u> (password Erasmus) and website. http://www.globalamalen.se/blirvardenbattre/
Follow-up	6/10 1,5h	The teachers.	The students were divided into smaller group to discuss the lectures/work-shop and other activities they had visit during the “global-week-of-Sundsvall”.	91 students / 8 teachers	-	-	M7, M10	Teachers, during the lessons.	Materials made by students, discussions.
“100 times the difference”	7/10 1h	Sundsvalls kommun, SIDA, Moa Karlberg	Visited a photoexhibition by Moa Karlberg. The fotografer has taken pictures with the theme “maternal mortality” from childbirthing in Sweden and Tanzania.	91 students / 2 teachers	Sundsvalls kommun, SIDA	Other participants from schools in Sundsvall.	M10	Teachers. Discussions after the Global week.	Website: http://www.refinery29.com/2015/10/95358/giving-birth-international-moa-karlberg-photo-series#slide
“Running a business and doing good”	7/10 1h	Sundsvalls kommun, SIDA, Felicia Nargineanu.	A lecture by the entrepreneur Felicia Nargineanu who gave idéas, inspiration and experience of how you can affect the world positive and run a	27 students / 2 teachers	Sundsvalls kommun, SIDA	Other participants from schools in Sundsvall.	M10	Teachers. Discussions after the Global week.	Website: http://feliciamargineanu.com/

			business.						
Presentation about local/global issues	18/10 9h	The teacher.	The students presented local and global problems - Eating insects can be a solution to Zero hunger.	38 students / 1 teacher	-	-	M7, M10	The teacher during the presentations.	Speech, pictures (password Erasmus).
The UN-day	19/10 2h	Unicef, teachers.	Unicef visited to pay attention to the UN-day, CNC and the global goals. The students created documents about CNC that will be passed forward to governments.	32 students / 2 teachers	Unicef	-	M7, M10	Teachers, Unicef, at the lecture.	Documents made by students. Websites: http://www.globala-malen.se/om-globala-malen/ https://unicef.se/barnkonventionen
Energy-lab	25/11	The teacher.	A lesson about energy, the student did a lab about different forms of energy. They learned about solar energy, thermogenerators etc.	32 students / 1 teacher	-	-	M7, M10	The teacher.	Documents by students and pictures (password Erasmus).
The course "Environmental and energy knowledge"	The schoolyear 16/17	The teacher.	A course about a sustainable development. From this course we wrote our 10 formal activities.	32 students / 1 teacher	-	-	M7, M10	The teacher.	10 formal activities, discussions, documents made by students, tests etc. http://www.skolverket.se/laroplaner-amnen-och-kurser/gymnasieutbildning/gymnasieskola/haal?subjectCode=H%C3%85L&courseCode=H%C3%85LMIJ0&lang=sv&tos=gy#anchor_HÅLMIJ0
Experiments.	9/12	The teacher.	A science lab were the students experimented with balloons and water.	32 students / 1 teacher.	-	-	M7, M10	The teacher.	Pictures (password Erasmus).
"Values"	12-16/12	The teachers of the natural science program.	A project with collaboration with a research-study at the University of Sundsvall. The students makes movies and	32 students / 8 teachers.	The university of Sundsvall, MIUN.	-	M10	The teachers and the scientists at MIUN.	Movies and presentations made by the students.

			presentations about CRC, the human rights, crimes among youths and how the grown-ups can be informed about this issues.						
"Blybarnen"	During week 4-5	2 teachers at the natural science program	Watching the movie "Blybarnen" and learn about the lawsuit against the mining company Boliden.	10 students / 2 teachers	-	-	M10	The responsible teachers.	Material made by students. http://www.imdb.com/title/tt1486586/
Electricity day	23/1 1,5 h	Sundsvalls Energi - a small energy company in Sundsvall.	The students learned more about electricity and energy, as well as calculate the cost of these.	60 students / 2 teachers	Sundsvall's Energi.	-	M10	The responsible teacher.	At their homepage and social-medias: http://sundsvallenergi.se/
Lecture about values	26/1 1 + 1 h	The Wallenberg foundation, Tina Morad.	All students in year one listened to a lesson about racism and human rights. The lecture is then followed-up in smaller groups.	Approx. 300 students / 20 teachers	The Wallenberg foundation, Tina Morad.	-	M10	Mentors and responsible teachers.	http://www.dn.se/nyheter/sverige/tina-morad-blir-arets-raoul-wallenbergpristagare/
The cube	January-June	The Raoul Wallenberg academy and our school.	The cubeproject "Any man can make a difference". This time, the school works with the human right in Article 18 "The right to freedom of thought". Students may use their creativity and turn freely inside the cube how they can stand up for their human rights by means of text, image, film, theater and installations, from the perspective of how each person can make a difference.	The whole school.	The Raoul Wallenberg academy.	-	M10	Responsible teachers.	Materials made by students, http://raoulwallenberg.se/projekt/kubprojekt/
A walk through time	23/1 and 30/1 1+1 hour	The teacher.	We did a "time walk through the earth and life history in 180 steps" and the students made talks to each other about their events, for example "the oldest fossils", "the first flowering plants", "Homo sapiens".	32 students / 1 teacher	-	-	M7, M10	The teacher.	Students speech about their "events". Pictures.